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# School Life

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FEDERAL SECURITY AGENCY • U. S. Office of Education, Washington, D. C.

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## School Life

Published monthly except August and September

*Federal Security Administrator*-----WATSON B. MILLER

*U. S. Commissioner of Education*---JOHN W. STUDEBAKER

### Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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# ACTS OF THE 79TH CONGRESS, 2D SESSION, RELATING TO EDUCATION

by Ward W. Keesecker, Specialist in School Legislation

**A**CTION by the Congress of the United States with respect to education is of widespread interest and concern to citizens generally. The Seventy-ninth Congress, second session, gave consideration to an unusual number of bills relating to education. It appears that this Congress enacted into law more measures relating to education than any previous session of Congress. Without attempting to appraise the merits or importance of any single measure enacted, it is significant to note that so many measures won the approval of Congress.

One of the most outstanding measures approved by the recent Congress is one which provides for participation by the

United States in international educational affairs. For the first time in the history of the Congress legislation was enacted clearly recognizing the importance of education in the development of international understanding and cooperation in world affairs. Congress provided for membership of the United States in the United Nations Educational, Scientific, and Cultural Organization and authorized appropriations for this purpose.

The Congress also authorized sizable increases in appropriations for vocational education; also scientific research in agriculture, soil conservation, food production, food nutrition, marketing problems, etc. It also showed a dispo-

sition to increase the facilities for the education of veterans; for increasing the services of the U. S. Office of Education; and in health education. Among the measures enacted by the Congress was one to establish and assist in the maintenance of school lunches in the public schools of the several States.

Below is a summary of each of the principal educational enactments of the Seventy-ninth Congress, second session:

## International Education

*Public Law 565, approved July 30, 1946.*—This act authorizes the President to accept membership for the United States in the United Nations

Educational, Scientific, and Cultural Organization (UNESCO), and directed that he designate not to exceed five representatives and citizens of the United States to attend sessions of the General Conference of the Organization, who shall receive a salary of \$12,000 per annum. The act provides that the Secretary of State in fulfillment of the constitution of the Organization (art. VII) shall cause to be organized a "National Commission on Educational, Scientific, and Cultural Cooperation" of not to exceed 100 members who shall be appointed by the Secretary of State and shall consist of (a) not more than 60 representatives of principal national voluntary organizations interested in educational, scientific, and cultural matters, and (b) not more than 40 outstanding persons selected by the Secretary of State, including not more than 10 persons holding office under or employed by the Government of the United States, not more than 15 representatives of educational, scientific, and cultural interests of State and local governments, and not more than 15 persons chosen at large. This commission shall meet at least once each year. The act authorizes an annual appropriation to the Department of State of such sums as may be necessary for payment by the United States of its share of the expenses of the Organization as apportioned by the General Conference of the Organization, and such additional sums as may be necessary to pay the expenses of participation by the United States in the activities of the Organization, including salaries of representatives and their staff, and members of the secretariat of the National Commission, travel expenses, allowances for living quarters, cost of living allowances, communication services, etc.

#### DEPUTY COMMISSIONER OF EDUCATION NAMED

Dr. E. B. Norton was designated Deputy Commissioner of Education November 1, 1946. He will continue to serve also as Director of the Division of School Administration. See July issue of *SCHOOL LIFE* regarding Dr. Norton's first appointment.

*Public Law 584, approved August 1, 1946.*—This enactment amended the Surplus Property Act of 1944 to designate the Department of State as the disposal agency for United States surplus property outside the continental United States. It authorized the Secretary of State to enter into executive agreements with foreign governments for the use of currencies or credit of such government as a result of surplus property disposals for the purpose of providing, by formation of foundations or otherwise, for (A) financing studies, research, instruction, and other educational activities of or for American citizens in schools and institutions of higher learning located in such foreign countries, or of the citizens of foreign countries in American schools located outside the continental United States, including payment for transportation, tuition, maintenance, and other expenses incident to scholastic activities; or (B) furnishing transportation for citizens of such foreign countries who desire to attend American schools and institutions of higher learning in the continental United States and whose attendance will not deprive citizens of the United States from attending such schools: *Provided, however,* That no agreement shall provide for the use of an aggregate amount of currency or credit of any one country in excess of \$20,000,000 or for the expenditure of the currency or credit of any one country in excess of \$1,000,000 annually, unless otherwise authorized by Congress. The act provides that for the purpose of selecting students and educational institutions qualified to participate in this program and to supervise the program the President is authorized to appoint a "Board of Foreign Scholarships" consisting of 10 members, composed of representatives of cultural, educational, students and war veterans groups, and including representatives of the United States Office of Education, the United States Veterans' Administration, State educational institutions, and privately endowed educational institutions. This act further provides that in the selection of American citizens for study in foreign countries preferences shall be given to applicants who have served in the armed forces of the United States during World War I or II.

#### Veterans Education

*Public Law 697, approved August 8, 1946.*—This act amends title V of the National Defense Housing Act approved October 14, 1940, to authorize the Federal Works Administrator to provide needed educational facilities, other than housing, to educational institutions furnishing courses of training or education to veterans under their Readjustment Act of 1944. Such education facilities may be provided by the use or reuse (including disassembling, transportation, and reerecting) of structures or facilities under the jurisdiction or control of any Federal agency which are no longer required by such agency and which, in the determination of the War Assets Administrator, are available for such use. Authorized an appropriation of \$100,000,000 for this purpose.

*Public Law 679, approved August 8, 1946.*—This act authorized the Veterans Administration to reimburse State and local agencies for expenses incurred in "rendering necessary services" in connection with the administration of certain training programs for veterans, including (1) services in ascertaining the qualifications of industrial establishments for furnishing on-the-job training and their supervision, (2) furnishing at the request of the Administrator of Veterans Affairs any other services in connection therewith, or (3) furnishing, at the request of the Administrator information concerning educational opportunities available in schools and colleges.

#### Vocational Education

*Public Law 586, approved August 1, 1946 (Act of 1946).*—The purpose of this law is to assist the States and Territories in the fuller development of vocational education, and it authorized the following additional appropriations therefor:

(1) \$10,000,000 for vocational education in agriculture, "including supervision by vocational agricultural teachers of the activities, related to vocational education in agriculture, of the Future Farmers of America and the New Farmers of America," to be apportioned in the States and Territories in the proportion that their farm population bears to the total



farm population of the States and Territories.

(2) \$8,000,000 for vocational education in home economics to be apportioned to the States and Territories in the proportion that their rural population bears to the total rural population in the States and Territories.

(3) \$8,000,000 for vocational education in trades and industries, to be apportioned to the States and Territories in the proportion that their nonfarm population bears to the total nonfarm population in the United States and Territories.

(4) \$2,500,000 for vocational education in distributional occupations, to be apportioned to the several States and Territories in the proportion that their total population bears to the total population in the United States.

In order to receive the benefits under this act a State must match by State or local funds, or both, 100 percent of the Federal sums made available. The appropriations under this act are made subject to the same conditions and limitations as the appropriations under the Smith-Hughes Act, with certain enumerated exceptions. For the administration of this act Congress authorized an appropriation to the Office of Education in the amount of \$350,000.

#### **Education on Federal Reservations or Property; and in Congested Areas Resulting from the War**

*Public Law 604, approved August 2, 1946.*—This Act among other things, stipulated that "The Secretary of the Navy may, out of funds specifically appropriate for that purpose, contribute to the support of schools in localities where naval activities are located if he finds that the schools, if any, available in the locality are not adequate for the welfare of dependents of personnel of the Naval Establishment stationed at the activity, and may provide for the transportation of such dependents between the schools and the activities when such schools are not accessible to such dependents by regular means of transportation."

*Public Law 452, approved June 26, 1946.*—This Act extended the National Defense Housing Act of October 14,

1940, and authorized the Federal Works Administrator to continue to make during the fiscal year ending June 30, 1947, contributions for the operation and maintenance of school facilities to (a) local school agencies requiring assistance that have received during the fiscal year ending June 30, 1946, contributions under this Act, and (b) local school agencies requiring assistance that may be subject to a loss of tax revenue because of the acquisition or ownership of land by the United States.

#### **EDUCATION COMMISSION TO GERMANY**

On the joint invitation of the Department of State and the War Department, Bess Goodykoontz, Director of the Division of Elementary Education, served as a member of the Education Mission to Germany.

Other members of the Commission were: George F. Zook, chairman, and president of the American Council on Education; Eugene H. Anderson, the Department of State; Henry H. Hill, president, George Peabody College for Teachers; Paul M. Limbert, president Springfield College; Earl I. McGrath, dean of College of Arts and Sciences, State University of Iowa; Reinhold Niebuhr, professor Union Theological Seminary, New York City; Rev. Felix N. Pitt, secretary Catholic School Board, Louisville, Ky.; Lawrence Rogin, director of education, Textile Workers Union of America, C. I. O., New York City; T. V. Smith, professor of philosophy, University of Chicago; and Helen C. White, professor of English, University of Wisconsin.

The purpose of the Mission was to observe the educational situation in the American Zone, to examine what the military government is doing, and to draft a report for the War Department. The Mission spent 5 weeks in Germany. (A report by Dr. Goodykoontz will be published in an early issue of SCHOOL LIFE).

#### **U. S. Office of Education**

*Public Law 549, approved July 26, 1946.*—This is the Appropriation Act for the Department of Labor and the Federal Security Agency and includes appropriations for the Office of Education as follows:

For the development of vocational education in the United States..	\$14,200,000
For the development of vocational education in Hawaii.....	30,000
For the development of vocational education in Puerto Rico.....	105,000
	<hr/>
	14,335,000
For endowment of colleges of agriculture and mechanic arts...	2,480,000
For salaries and expenses of the U. S. Office of Education...	1,157,000
For aid to the States for Food Conservation Program .....	1,337,000

This act authorized the Commissioner of Education to "delegate to any officer in the Office of Education any of his powers or duties hereunder."

#### **School Building Planning**

*Public Law 419, approved June 21, 1946.*—This act appropriated \$35,000,000 to the Federal Works Agency for "Public Works advance planning" (which may include plans for public school buildings), to remain available until June 30, 1947; also appropriated \$7,000,000 for the maintenance and operation of certain school facilities under the provisions of the National Defense Housing Act approved October 14, 1940, as amended.

#### **Research in Agriculture**

*Public Law 733, approved August 14, 1946.*—This act amended the Bankhead-Jones Act of 1935 and declared it to be the policy of Congress to promote the efficient production and utilization of products of the soil as essential to the health and welfare . . . and that "it is also the intent of Congress to assure agriculture a position in research equal to that of industry." Such research to be extended to include, among other

(Concluded on page 15)

# REORGANIZATION OF THE VOCATIONAL DIVISION

*In the following article, R. W. Gregory, Assistant U. S. Commissioner for Vocational Education, describes the recent reorganization of that Division and outlines plans for rendering increasingly effective services.*

**TO JUSTIFY** his membership in American economic society, every American citizen must perform some work or render some service. Education for purposeful work is recognized as an objective of national concern by Congress in the form of the National Vocational Education Acts.

Programs of vocational education in the States have been developed to serve the occupational fields of agriculture, business, trades and industry, and homemaking. It is the function of the Vocational Division of the Office of Education to contribute to the further development of these programs by rendering ever increasingly effective service to State Boards for Vocational Education and their staffs.

The program plan of the Division is threefold. It is directed toward:

1. *Leadership.* The Division has general responsibility for aiding States in the development of programs in vocational education. This responsibility is comparable to that which other divisions of the U. S. Office of Education have for other areas of educational need.

2. *Responsibilities for administering grants under the Vocational Education Acts.* The Division discharges those responsibilities for which the Office of Education has an obligation by virtue of the Vocational Education Acts which provide grants of Federal funds to States for specific educational purposes.

3. *Program development.* The Division seeks to make a contribution to the efficiency of vocational education programs by means of those activities which lead to improvement in the quality of vocational education in keeping with advances in educational practices and changes in the technology and practices

of the basic occupations for which vocational education is provided; that is, a discharging of a responsibility for protecting the investment of funds made available by the National Vocational Education Acts to the end that the greatest possible returns in the way of educational outcomes are obtained.

In order to serve more effectively and achieve these ends it was necessary for the Vocational Division to adjust to changing conditions and practices in its organizational and administrative structure. The reorganization effected provides for the reassignment of the staff of the Division into three branches. It is to be hoped that the functional readjustment and reorganization of the Vocational Division, which was initiated in August 1946, will be completely effective by July 1947. The basis of the program of activities of the Division is in the work of the three branches.

## **State Plans: Financial and Statistical Operations Branch**

Programs of federally aided vocational education in the States stem from a State plan prepared by the State Board for Vocational Education and approved by the U. S. Office of Education. Not only are State plans for the operation of the programs in the States required by the National Vocational Education Acts but expenditures for the purposes set forth in the acts must be made in accordance with the State plans.

These conditions, therefore, make it necessary for the Office of Education to establish and maintain working relationships of contractual character with the State Boards for Vocational Education. It is for the purpose of discharging these responsibilities that the Vocational Education Division established the State Plans: Financial and Statistical Operations Branch.

It becomes the function of this branch to process the State Plan as proposed by the separate State Boards for Vocational Education, leading finally to its approval; to establish allotments of

funds to the respective State Boards for Vocational Education, and to certify these funds in accordance with the provisions of the appropriating laws and the policies of the Office; to audit the accounts of the State Boards with respect to the expenditure of Federal funds certified to them for specific purposes in the field of vocational education; to ask for and receive from State Boards for Vocational Education appropriate reports with respect to the expenditure of funds and the development of programs including statistics upon classes conducted; to analyze and compile reports received from State Boards; and to have the information contained therein prepared for reports and other types of publications and for the use of the Commissioner in reporting to Congress and the people upon the development of vocational education in the United States resulting from the provisions of the National Vocational Education Acts; to assist in the preparation for publications, particularly for State and local workers in the fields of vocational education, administrative, supervisory, and instructional documents, outlines and information for the further improvement of vocational instruction in the States and local communities; and finally, to make available to the staff of the Vocational Division all of the resources on vocational education garnered from the States.

## **Program Planning Operations Branch**

During the first quarter of a century of the life of the National Vocational Education Acts, vocational education had a steady enrollment growth in the four occupational areas of service mentioned above—agriculture, distributive occupations, homemaking, and trades and industry. Much of this growth, however, as it was attained by any individual type of vocational service, was attained with a minimum of relation to the growth in each of the other types of service. The need was so great and the area to be served so vast that the demands made upon each individual type of service left all too little time to the leaders working in that service to give comprehensive consideration to its relation to other aspects of vocational education or to education as a whole.



It has become necessary to give more extensive consideration to plans and operations that work toward coordination in the development of vocational education programs in the respective fields of service authorized.

Program planning becomes increasingly necessary if unmet needs for vocational education are to be satisfied economically and efficiently. As a consequence, a second branch of the Vocational Education Division, the Program Planning Operations Branch, has been established. This branch is made up of the chiefs of the respective services and their staff members. The branch will function mainly through the work of the Program Planning Committee which is made up of the chiefs of the respective services and the chief of the research service in the division. In addition, largely for purposes of liaison, the assistant directors of the other two branches in the division are members of the Program Planning Committee.

In brief, the Program Planning Committee has responsibilities for working cooperatively with the States in the over-all planning of the program of vocational education. The Committee will function from the vantage point of being able to look at the total situation in the United States with respect to the need for vocational education generally and comprehensively; and with respect

to the need for vocational education specifically by occupational interests and needs. The specialized personnel of the Program Planning Operations Branch, functioning under their respective chiefs, have responsibility for servicing the development of the program of vocational education in the States and local communities as their services are planned for and requested by the respective States.

### Field Service Operations Branch

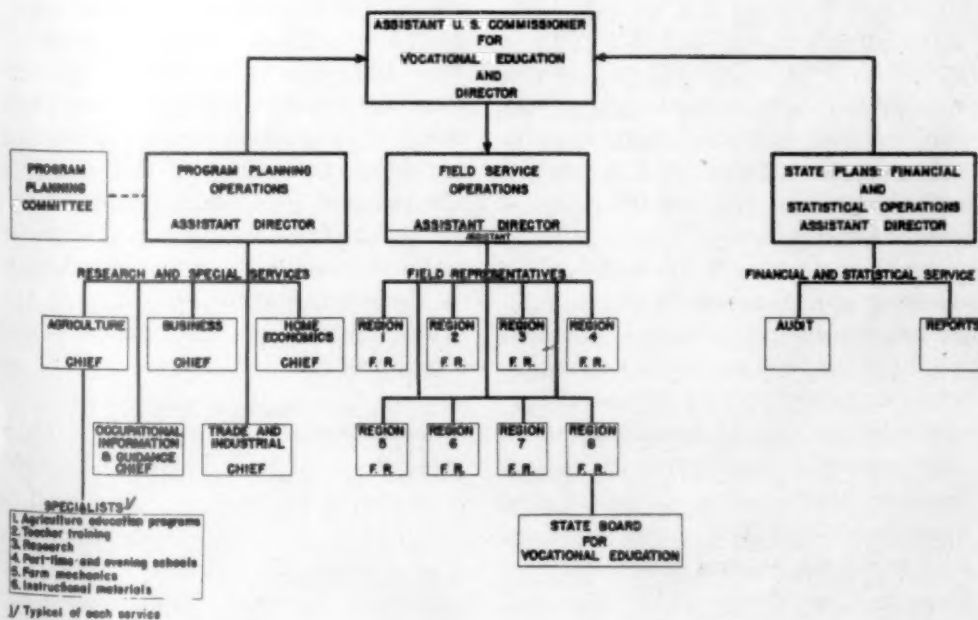
To carry the work of the Vocational Division to the field, a third branch was established in the Vocational Division, the Field Service Operations Branch. The activities of the Vocational Division can be justified only insofar as they assist the States in the organization and development of complete and adequate programs of vocational education to meet the needs of its citizens. This branch is made up of a staff of regional field representatives. It becomes the function of the Field Service Operations Branch to work with the State Boards for Vocational Education and their administrative personnel, the executive officer and the State director, to the end that the States and local communities more effectively than ever before plan for and conduct efficient and effective programs of vocational education in the local communities of the respective States.

It is the responsibility of the regional field representatives to indicate to the respective State board officials some of the overall planning being done by the Program Planning Operations Branch as a guide to them for their own planning at State and local levels. In addition, these Field Representatives have the responsibility for assisting the State board personnel in establishing ways and means of facilitating the organization and development of programs of vocational education as they are planned to function in the best interests of the working people of their respective local communities. The Field Representatives will find it increasingly necessary to know something of the nature and conditions under which local programs of vocational education develop so that they may assist the States in determining and evaluating their needs for assistance in furthering such development from the specialized personnel of the Program Planning Operations Branch. Finally, they serve as a medium for the securing of such assistance in an orderly, planned manner.

Of particular importance to the State Boards for Vocational Education will be the service the regional field representatives are able to render in the field of budgetary and financial planning and operation through the development of improved procedures and techniques. They will assist the States in anticipating emerging developments in their programs in the years ahead and the consequent demands that will be made for their financial support.

The accompanying chart presents graphically the organization of the Vocational Division in the U. S. Office of Education as it is now functioning.

### DIVISION OF VOCATIONAL EDUCATION U. S. OFFICE OF EDUCATION



### PROGRAM AIDS AVAILABLE

THE NATIONAL Conference of Christians and Jews announces the fourteenth annual observance of national Brotherhood Week to occur February 16-23, 1947. The theme is "Brotherhood-Pattern for Peace."

Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N. Y. Materials are adapted to age levels in the schools.

# Expanding Role of the School In Parent Education

**R**EPRESENTATIVE of the current interest of schools in providing opportunities for parents as well as children to learn, is a report on parent education in the Baltimore public schools. The Parent-Education Supervisor, Mrs. Sarah W. Davis, describes the plan of organization, the scope of activities, and the way in which the parent-education program is functioning as an integral part of the schools.

## Baltimore Plan

The Baltimore Plan for a public-school parent-education program is unique in that the program is in operation through weekly classes during the entire school year. It is financed by local school funds and is an independent unit functioning as does any other department within the framework of the entire school system. It has made a place for itself. Its activities have not been confined to a few big and spectacular meetings, but it has kept to a steady and persistent program of weekly meetings. In the current year these have been held in 85 schools, 63 white, 22 colored.

In general the school has been slower than the stage, the radio, and the publishing house to see the dramatic and effective part that it may take in developing parent education. Baltimore, however, has recognized: *First*, the need for parent education in the public schools; *second*, the problems to be met in setting up such a program; *third*, the possible solution of these problems, and *fourth*, the potentialities of parent education for improving home and school relationships.

It is not possible for teachers in a large city system to know as much of the child's family background as do the teachers in smaller towns and cities, and the necessity for a better acquaintance with parents had long been felt in Baltimore. Teachers and school officials saw this need in every part of the city. There were behavior problems which showed a lack of parental understand-

ing of children; there were parents questioning school policy, or seeking for other forms of help, and there were many schools with no P. T. A. organization to bring parents into the schools. With these and other evidences of the need, the superintendent of public instruction made it possible in 1935 to offer regular weekly classes in child study and parent education to fathers and mothers.

## Education in Family Life

For 10 years Baltimore parents have had an opportunity to attend classes in the public schools for education in family life. Parent education is a part of the adult education program. It is an integral part of the school system. It takes some of the responsibility for interpreting the work done in the schools, and in turn frequently interprets the home to the school.

Fathered in 1935 by the Federal Government and mothered by the local Department of Education, its struggles to grow up have been many. Among its problems has been getting suitable teachers, training teachers and converting certain public-school officials and teachers to the idea of inviting adults, especially parents, into their schools for weekly meetings; finding adequate meeting places in already crowded buildings; framing and wording suitable publicity for parents, and building up a course of study which would be acceptable to a board of education, the public-school superintendent, and at the same time be vital and democratic enough to meet the needs of parent groups.

Another problem is the difficulty of reaching enough parents with a suitable program to meet their needs. A serious handicap has been the tragedy of recommending procedures to groups of parents who are unable, because of social and economic handicaps, to accept many of the suggestions offered. A good example of this difficulty was mentioned by one of the colored teachers at the in-service training class. She said,

"What are you going to recommend to parents who live in highly congested areas surrounded by saloons, pool parlors, and other undesirable places? The adolescent who is searching for amusement finds welcome in these places and more fun and comfort than he gets at home."

To meet the first problem mentioned, namely, the problem of teachers, we must go back to 1935, when the first group of teachers was selected under the Federal Emergency Relief Administration and was not entirely satisfactory. After 1 year of this method, it became increasingly evident that the teachers must be chosen for some other reason than because they needed a job. It was then that the Board of Education placed parent education in the division of adult education. By degrees we have developed a staff of teachers who are all married women with children. We have not so stipulated but they are happily married and all have been teachers at some time. They are either normal school or college graduates and are chosen for personality and character as well as for educational background. Their keen interest in and sense of responsibility to the parents whom they serve is proof of their faith in parent education. The training of these teachers is done in a weekly in-service training class which meets from October through May.

## Lectures and Discussions

The speakers for this class have come from bureaus of the Health Department, Johns Hopkins University, Goucher College, the University of Maryland, the U. S. Office of Education, the School of Hygiene, the Child Study Associations, the museums and libraries, the Council of Churches, the Courts, the City Council, the Police Department, from special institutions for children, and the various departments in the school system, both colored and white. Active participation in the discussion of problems by the staff is encouraged, and the teachers find that these discussions are valuable in clarifying some of the questions which are brought in by parents. The staff is oriented in adult leadership techniques and is given much factual information and source material. Time spent in the



in-service class on book reviews or on reports of special activities, or on learning the mechanical quirks of the motion-picture machine is considered time well spent when a teacher is faced with the necessity of using one of these techniques.

### **Help Parents To Help Themselves**

It is our purpose to meet the needs of the parents and help them to help themselves. It is felt that anything which enriches the life of parents is parent education, so they are given an opportunity to make suggestions as to the type of program which will be of most benefit to them. This again is a difficulty as the teacher has to prepare for many different discussions. No two groups can be treated in exactly the same way. One teacher usually has several types of groups to meet, and while some parents make valuable contributions to the program in the way of book reviews and reports, the parents in another school may ask for help in pronouncing and defining words. Still another group which has been discussing the types of schools and how individual differences in children are recognized and encouraged, wishes to visit a class in action.

Arrangements are made for the entire parent group to visit a school. The group is greeted by the principal. They observe a class where a lesson is in progress on training waitresses for a department store lunchroom. Next a class on job training is visited. They listen to a discussion on nutrition and personal hygiene. There is a brief talk by the school nurse on the health services of the school. The morning ends with the parents having luncheon at the school, served by several home economic students.

This method of tying together the parent-education teacher's lesson on basic principles underlying individual differences and the school's practical way of meeting them in children has been a satisfying and enlightening way in which to meet the expressed needs of parents.

Finding adequate meeting places has not been the easiest thing to do, but if parents are to play an increasingly important part in the school's program, it has seemed necessary to confine our

meeting places to schools, and many a good discussion has been held in a basement next door to the furnace, or in the teachers' lunchroom, or even on a small portion of the auditorium stage. More and more, however, principals are finding it possible to include in their plans for the year an "X" to mark the spot where parents may meet.

### **Effective Publicity**

The question of publicity has been studied and the *Baltimore Bulletin* for November-December 1944 has some sample invitations which have been sent home to parents. The very term "parent education" has been a difficulty, as some people resent its implication, some groups in fact asking to be called "mothers' clubs," which introduces another one of our objectives, namely, how to reach both parents. Since a child has two parents, we feel that he must need them both, so we have opened some night classes for fathers. This particular phase of the work stopped during the war but was resumed last year with a program which included lectures on characteristics of children at different age levels; individual differences; principles of mental hygiene; development of social behavior; emotional development; factors in the moral training of children; and how the schools meet the needs of children. The expanding role of the school in parent education makes it possible to clear up these important issues for fathers as well as mothers.

The newspapers were interested in featuring this type of class and accepted considerable material on the subject of classes for fathers. Another form of publicity which has been helpful is the Annual Spring Meeting in which both parents and professional educators participate. There have been nine annual meetings, and typical programs have consisted of:

*A Quiz Program.*—The questions were submitted by the parents and the answers by a psychologist, a sociologist, a psychiatrist, and a scientist.

*A Town Meeting* on the topic: "Has the American Home failed?" with representative speakers from Goucher College, a private school, the Child Study Association, and the public schools.

*A Patriotic Pageant.*—Original one-

act plays have been arranged and produced by parents, and a parent-education chorus has assisted at meetings. The annual meeting for the current year featured a panel discussion on "The Family in a Modern World." The topic was discussed by a speaker from the U. S. Office of Education and the entire panel which assisted her was composed of parents from various classes.

The school which expands to accept parent education can build up better parent-school relationships, and some principals keenly aware of this fact encourage P. T. A.'s to place a parent-education chairman on their executive board. Less flourishing P. T. A.'s have been built up by choosing officers from parent-education groups. Neighborliness between schools has been fostered by regional meetings when one class becomes the guest of another class at a different school.

### **Cooperation**

At one such meeting the new technique of role-playing was introduced when the parents acted the parts in a conflict situation which had developed in a home. The regional program may consist of a regular lesson taught by the parent-education teacher, it may be a talk by the principal, it may be a tea or an exhibit. These regional meetings are one more indication of what may be accomplished in the expanding school. Both parents and faculties have a sense of "one-ness" which is hard to acquire in a big school system. From these meetings where school policies are frequently discussed it is but an easy step for parents to be invited into the classrooms to see how reading is taught, how fractions have lost their terror, and to observe that tricky job in subtraction, or go in a body to see a United Nations assembly.

Many parents are astonished to find out how much the schools have been teaching in preparation for family living. The kindergartner builds a house and a small group of the children make believe they are the family living in the house; while the senior high school student selects the proper textiles, the correct color schemes for interior decoration, and discusses family relationships.

It becomes the job of the parent edu-

cator to encourage the interest of her groups in these programs. The parent may observe that her child is learning something besides subject matter. He is learning to work and play with others. The mother who is trained by the parent educator to look for values in these observation periods finds many opportunities to adapt and use the principles involved. Parent educators can utilize these already established programs and interpret the basic principles underlying them. We have many opportunities to see the schools in action and to work with teachers for a common cause. Some of the parents had chest X-rays made one day with their children, and others took the hearing tests which the children were taking. This is to be followed by a talk to the parent group by the supervisor of special education for handicapped children. These are indications of what may happen when schools expand to include parents.

### **Watch the School in Action**

This point of view has been expressed by a Baltimore principal, who says: "If parents are to become helpful workers and efficient missionaries in interpreting school policies to the public, they must be afforded opportunities to watch the school in action. Situations should be provided which will help to give a keener insight into school and classroom problems, to create a better understanding of the teacher's difficulties and instructional procedures, and to develop a more generous cooperation. Parent-education classes of the future might very profitably devote a regular part of their time to clinical studies of home problems spilling over into the school. This would give the interested parent an opportunity to work with professionals in a way both unique and original."

In addition to classroom visits we recognize the potentialities of the trip or excursion as a medium in parent education. During the current year, 2,753 visits to the various types of schools, the courts, the libraries, museums, and the churches have been made; this figure includes a number of trips to Washington, a few Community Fund tours, and several other school activities. Aside from that, 768 parents have heard special lectures. This type of education entails

much planning, but we think it is worth it, remembering that "A journey of a thousand leagues begins from where your feet stand."

For the future development of parent education in the Baltimore public schools we are working toward tenure of office for our teachers; a full-time supervisor and adequate clerical service; for the teachers also, a continuation of in-service training with opportunities for the staff to observe programs in other cities. For the parents themselves, we would like more printed and mimeographed materials, more opportunities for parent participation in school activities; as for example, joint projects with the home economics department, and a joint project with P. T. A.'s in organizing, for example, "home play groups" throughout the city. For the parents also, we would ask more regional meetings, and in addition to the annual spring meeting, a midyear meeting to be resolved into discussion groups; the chairman of each group a parent; the leader, a professional in his particular field. And always, more and more schools with weekly meetings in pleasanter and more adequately equipped meeting places. Our department should sponsor a marriage counseling service conducted by specialists in the fields of sociology, psychology, physiology, and psychiatry.

It is expected that parent education will continue to draw upon the city's cultural institutions for inspiration and encouragement in building happy and beautiful homes, upon the health department for its valuable information, and upon the universities and schools for educational material.

If we are to convince public schools that they should expand their already crowded program for parent education then we must prove that we have something constructive to offer. The proof that we have is in the satisfied customer who returns year after year, and the backing of a city full of wide awake parents who are bristling with problems to be solved and who are willing to take advantage of the services being offered.

The dictionary's definition of "public" is "concerning the people as a whole." Parent education is helping to make the public-school public.

## **SPECIALIST JOINS WAR DEPARTMENT**

DR. JOHN LUND, senior specialist in school administration, has been appointed to represent the Organization and Training Division as advisor to the War Department General and Special Staffs on matters of policy and procedure affecting the military and civilian educational program of the Army and War Department.

Dr. Lund will also act as adviser on educational aspects of military training to the sections of the training divisions of the Army Air Forces, Army Ground Forces, and to Administrative and Technical Services concerned with the training of individuals in the many types of schools involved.

He will act as coordinator of efforts by other members of the War Department in maintaining liaison with universities and industrial and technical institutions which train personnel for the Army in undergraduate or postgraduate programs. In this capacity, he will be the central point of contact with such agencies as the U. S. Office of Education, the American Council on Education, the Association of American Colleges, the National Research Council, the Social Science Research Council, the American Council of Learned Societies.

### **SPECIALISTS CONFER ON JUVENILE DELINQUENCY**

When this issue of *SCHOOL LIFE* went to press, final plans were under way for the National Conference for the Prevention and Control of Juvenile Delinquency, called by Attorney General Tom C. Clark. The dates of the conference were November 20, 21, and 22, and about 1000 persons participated. Committees worked for several months preparing preliminary drafts of manuscripts on various aspects of the problem of delinquency prevention and control. These were reviewed and further developed by the Conference. The January issue of *SCHOOL LIFE* will carry a report of its deliberations and recommendations.



# Educating Migrant Children— Some Proposed Solutions

by Walter H. Gaumnitz, Specialist, Small and Rural High Schools

**T**HE PROBLEMS of providing schooling for children of families of migratory farm workers has, in the past, received just enough attention from educators to make them rather vaguely aware that these children generally are either inadequately served or entirely neglected. Those who have given serious thought to the problems involved in making available effective educational opportunities to such children have found such problems to be both numerous and complex. Because they usually involve more than one school district, and often more than one State, the development of workable solutions has too often been slow and ineffectual.

Some effective information on the problem of migratory farm workers and their children has, in the past, been produced by the following agencies: The National Child Labor Committee of New York has for many years investigated the working conditions and the general welfare, often including the schooling, of children in all types of occupations, including those who annually follow the crops with their families. The Committee on Interstate Migration of Destitute Citizens, operating under the chairmanship of Hon. John Tolan, Representative from California, carried on an extensive investigation just prior to World War II of the socio-economic status of migrants, and published some significant testimony on the educational problems entailed. In 1933 the Children's Bureau published the report of a study in which the U. S. Office of Education collaborated and which included some helpful information on the education of children of agricultural laborers. Recently a Federal Interagency Committee on Migratory Labor was appointed to study the present status of migrant workers

and to recommend Federal, State, and local programs of action. Work Group VII, organized under the chairmanship of this author, was assigned the task of formulating "Recommendations on the Education of Children of Migrants." According to plans, this report will soon be released with those of groups assigned to deal with other aspects of the migratory labor situation.

Among the States, California stands out both in the amount of study which the school authorities have given to the education of children of migratory workers and in the efforts made to serve them. Specific legislation relating to such children has been enacted and special grants provided. The State education department has published several helpful circulars on the subject for the guidance of the schools of this State.

## What the Evidence Shows

Insofar as these efforts to study the problems of migratory laborers include data on the educational opportunities of the children involved, the evidence shows that: (1) The children are often not in school, (2) not many schools are making serious efforts to put suitable types of schooling within their reach, and (3) when the children do enroll, they so overburden the teachers and strain the school's facilities that they seldom find educational services geared to their peculiar needs and are rarely made to feel welcome.

Despite the fact that the school authorities generally accept the proposition that education is one of the "rights of every child regardless of race, color, or situation, wherever he may live under the United States flag,"<sup>1</sup> for certain groups of children this is still no more than an unfulfilled promise. As partial excuse for this condition, it must be said that the authorities find themselves working in school systems devised for a day when population groups were relatively stable and when each district

could, without too much injury to anyone, finance and plan independently for the education of the children within its borders. The administrative responsibility of State departments of education has, in recent years, become increasingly broader. But such problems as student-accounting, the enforcement of compulsory attendance and work permit laws, the providing of staff and equipment suitable to deal with specialized groups, and the adjustment of instruction to individual pupil needs—these are still almost entirely the responsibility of the county or local communities which are limited to narrow borders. Especially is this true in the rural areas.

## Variety of Solutions Suggested

Because of the wide variety of conditions in the several State and local school systems, perhaps the best service this article can render is to suggest an equally wide variety of solutions to the various problems of educating the migrant child. Some of the ideas presented below will serve in certain situations, others will be found more helpful under different conditions. There is no significance to the order in which the suggestions appear.

1. Develop and offer special training to prepare teachers to meet the needs of different groups of children of migratory laborers: (a) Those coming from varied environments, (b) those economically and socially insecure, (c) those retarded in school progress and belonging to racial minorities, (d) those undernourished and in poor health, and (e) those often unwanted by the school and feared by parents of other pupils as sources of infection and bad company.

2. Employ an extra supply or reserve of teachers or tutors on the basis of State, county, or city school systems—persons who can be used (a) to organize classroom groups of migrant children when and where needed, (b) to seek out migrant children who ought to be in schools and are not, and (c) to work with those who must be out of school.

3. Establish ungraded classrooms organized and equipped to deal in a practical way with (a) a wide variety of age, interest, and intelligence groups; (b) classes organized in terms of 2-hour or half-day periods; and (c) instruction organized in terms of nonsequential curriculum units, comprehensive projects, and pupil activities rather than in terms of isolated facts, subjects, and textbooks often meaningless to students attending irregularly.

<sup>1</sup> From "A Charter of Education for Rural Children," published in 1945 by the National Education Association.

4. Provide a simple, but clean and orderly, school room or study center, which will appeal to the children coming from shacks, camps, and other poor home surroundings; will demonstrate higher cultural living standards and give a new sense of worth; and will create a feeling of security and relaxation. Such a school room or study center should especially serve the needs of over-age youth from poverty stricken homes and, therefore, should be equipped with mature, but easy-to-read, library, and reference materials, with many pictures, movies, and other audiovisual aids, with motivation and opportunity for self-expression in the language arts, drama, and fine arts; and should appeal to a wide variety of interests, environmental backgrounds, and mental levels.

5. Make class groups which include migrant children or consist entirely of migrants smaller than those for resident pupils only, in order to give time and opportunity to devote to the personal problems of individual pupils and to adjust the school program to their needs.

6. Call interstate and intrastate conferences (a) to study jointly the problems of migratory children; (b) to reach agreements concerning ways of solving common problems; (c) to develop cooperatively special school services for migratory pupils; (d) and to formulate necessary, and perhaps uniform, remedial legislation.

7. Provide State and Federal grants to encourage special provisions for the education of migrants, to stimulate local districts to assume financial responsibility for educating nonresident pupils, and to offset the added costs entailed in providing such special services as reserve staff, transportation, special teaching materials, and other facilities. The wealth created by migratory labor must come to be valued on a national or State-wide basis rather than locally. Despite the fact that migrants usually do not accumulate real or personal property, they add materially to the wealth of the community, State, and Nation by helping to conserve the crops which would otherwise go to waste and by lowering the cost of living.

8. Give special attention to children of migrants as concerns the health and physical education services of the schools, including regular medical and dental examinations, preventive and corrective services, psychological tests and consultation, nutrition education, and services to atypical children.

9. In order not to lose track of children of migrants, develop and install improved State-wide systems of child records and accounting, including permanent and cumulative school records for every child; an orderly and uniform

system of enrollment, dismissal, follow-up, re-enrollment, and work and similar nonattendance permits; the sending of high school transcripts; and a record of the final educational status of the child. Such State-wide systems of child accounting will be more effective if uniform regulations are worked out in cooperation with adjacent States.

10. To assure more regular school attendance of these children, enact effective, and perhaps more uniform, State laws relating to school census, compulsory attendance, and child labor. Some basic essentials of such legislation are: (a) Make State aid available on the basis of school attendance and equalization rather than on mere child enumeration or enrollment; (b) place the desired types and levels of education within the reach of every child, both in terms of distance from school and in terms of economic factors; (c) penalize persons responsible for failing to enforce school attendance and child labor laws; (d) shift the emphasis in the training and activities of school attendance and work-permit enforcement officers from police techniques to those of child study, home visitation, and better understanding and use of sound school public relations principles; (e) follow the child across district, county, and State lines or set up workable, cooperative relationships.

11. Develop and experiment with emergency or traveling schools for migratory groups, establish school facilities in labor camps, and provide other special and essential educational services. Such experimentation should involve grants by the State to county or local districts, to provide not only the regular State school aid per pupil in attendance, but also half or more of the salaries of the teachers or of other essential personnel employed in such schools. The plan may also require: Provisions for part or all the cost of transporting migrants to and from school or payments for room and board in lieu of transportation; for tuition payments from State sources or from home districts if any; and for special types of individualized instruction for isolated children.

12. Organize the school day and the school term to provide maximum service to children who must be out of school part of the day or during certain seasons of the year to help harvest perishable crops.

13. Organize larger units of school administration, not only to reduce the many school district boundaries which now make it difficult to develop adequate educational services to migrants, but also to secure a reserve of teachers and other types of specialized personnel and provide specialized equipment and

services essential to an effective program of education.

14. Promote studies, surveys, and experimentation on the educational problems of migrants on local, State, and Federal levels and publish findings. The purpose of such studies would be to aid the Congress and State legislatures to revise State and Federal laws or formulate new laws with a view to improving the educational opportunities of migrants.

15. Work out curriculum units or programs for migrants which put more emphasis upon handwork, training in skilled trades, waitress and maid services, homemaking and agriculture—also more emphasis upon reading, writing, and arithmetic as tools for improving standards of living, vocational efficiency, self-expression, and recreation rather than courses as school subjects.

16. Give more attention to language handicap to school success and progress frequently found among migrant children, many of whom come from foreign-speaking families. A vicious circle results when such language difficulties cause children to lose interest in school, which in turn causes poor attendance, thus further impeding school progress.

17. Establish and maintain nursery or child care centers for young children whose mothers work in the crops, thus either leaving them to their own devices or in the care of other children only slightly older than themselves.

18. Educators should, of course, also inform themselves of various ways and means which would keep migration of families with young children to a minimum and help in developing conditions which would make for greater stability among farm workers. Some lines of attack are the following: Diversification of crops to spread labor demands, thus lowering or avoiding periodic peaks; improvement of road conditions in vegetable and fruit growing areas, thus making it possible for seasonal workers to live permanently at central points and travel daily to points where laborers are needed; provision for higher minimum wages.

The number of boys and girls who migrate with their families naturally fluctuates with changes in economic factors. It is believed this number at its highest reached a million; at its lowest, it has probably fallen to about one hundred thousand. But to every child whose educational birthright is lost because of the neglect of educators to grapple, realistically and with imagination, with the problems described above this loss is of enormous significance.



# THE OKINAWAN SCHOOL

By Lt. Comdr. Ransom L. Eng

**T**HE DATA PRESENTED in this study were gathered during the month of July 1945, at Kanna, Okinawa. At this time the writer was attached as executive officer to the Military Government Research Center, Okinawa. When the study was undertaken it was thought that this material would be of value later in judging the extent and direction of changes which had come about in Okinawan education. Information was collected by the writer through the use of questionnaires in the Japanese language, by means of observation, and by interview. Thirty teachers responded to the questionnaire.

## The Kanna School

The school at Kanna, one of the first to open after the invasion, was one of the many schools operated by native Okinawans and sponsored by military government. In June 1945, the school had an enrollment of 1,100 children. At that time there were only six grades. There was no kindergarten. The principal of the school was Miagi Seigi, a 48-year-old Okinawan who had been the assistant principal of the elementary school at Kin before the invasion. He had been appointed principal by the military government officials at the request of the teachers in the village area. Under his direction he had 1 assistant and 20 teachers. Classes, consisting of groups of 55 pupils, were taught in the open air in improvised shelters made by stretching tarpaulins over rough frames. Each teacher's schedule required 4 hours' teaching a day. While, officially, teachers had no special privileges, it was noted that most of them had clothes and shoes, and were neater and cleaner than the average native.

## The Okinawan Teachers

The teachers of Okinawa had come from all parts of the small island, and almost without exception they were "displaced persons" as they, along with thousands of other natives, had been crowded into the northern part of the

island after it had been decided by the Army to reserve the southern portion of Okinawa for military purposes exclusively. Of the 30 teachers to whom questionnaires were given, 13 were men, and 17 were women. Their ages ranged from 18 to 52; 20 were under 32, and 10 were older. In 1 case the teacher's mother also had been a teacher; in 2 cases the teacher's father had been a teacher. Most of the parents had been farmers, but 1 was a carpenter, 2 were office workers, 2 were tradesmen, and 1 was said to have been the mayor of a village.

## Teaching Experience

The teachers at the Kanna school reported having had from 1, or less, to 24 years teaching experience. Four reported having had less than 1 year's experience. One did not reply to this question.

### Number of years teaching experience reported by 29 Okinawan teachers

Years of teaching experience	Number
0-2	10
3-5	5
6-8	2
9-11	3
12-14	1
15-17	2
18-20	4
21-23	1
24-	1

## Teachers' Salaries

At the time of the study no salaries were being paid as military government had suspended the use of money. These teachers said that under the Japanese they had been paid monthly salaries ranging from ¥53 to ¥250. As the exchange rate prescribed by United States policy prior to the invasion was 1-to-10 (\$1 equals ¥10) these salaries, in United States equivalents, would range from \$5.30 to \$25 per month. The average of the salaries reported was ¥94. (\$9.40 in U. S. currency). Prior to the invasion, according to the principal of the

Kanna school, the amount of money paid for teachers' salaries was determined by the *Chichi* (governor) after the school principal's recommendations had been forwarded to him through the *Soncho* (mayor) of the village. During good times salaries were higher; during periods of depression they were lowered. They varied with the market price of sugar cane products as this crop had been the principal agricultural export to Japan.

## Teacher Training

The principal of the Kanna school said that his 13 years of schooling consisted of 8 years of elementary school followed by 5 years' specialized study at the Teachers' Training School at Shuri, Okinawa. No teacher, according to responses to questions, had less than 10, or more than 14 years of schooling. The average number of years spent in school was found to be 12. When it is considered that most of the time spent in school was concerned with mastering the tools of education, and that years of sustained effort are required to acquire the ability to read and write alone, it is evident that there was but little opportunity to obtain an education of breadth. Of the 30 teachers questioned none had gone to a university. All but 2 of the 30 believed that teachers with more schooling should receive more pay. Those who did not agree were found to be in the lower pay group (¥60 per month), and had fewer years of training than the average. Of the 26 who responded to the question regarding whether they thought teachers should go back to school from time to time, about one-third (9) said no, but the others (17) responded affirmatively.

## Teachers' Attitudes Toward Teaching

The teachers at the Kanna school were asked what work they preferred to teaching. Of the 30 questioned 11 said they would rather do office work, and one expressed a preference for dressmaking. The remaining 19 made no reply to this question.

## Teaching Methods

When this study was made the teachers had no texts, no visual aids, and virtually no equipment such as is found in

the usual classroom, other than blackboards. This restriction undoubtedly limited the effectiveness of teaching. Numerous observations, most often made without the teacher's knowledge, revealed that it was common practice to change quickly from one teaching technique to another, as from explanation to questioning, or from group recitation to copying characters from the blackboard, not continuing one type of instruction for longer than a few minutes.

There was much repetition, particularly in group unison recitation, in which phrases would be repeated again and again after the teacher had first spoken them. Pupils did not acknowledge the presence of visitors, but concentrated strictly on the business of learning. This intent concentration was quite conspicuous when compared with the normal outside-the-classroom freedom enjoyed by children. Teachers checked the progress of their pupils by testing; all said they gave oral tests, but 10 said they did not give written tests.

### Segregation of Pupils by Sex

Classes consisted entirely of boys, or of girls; there were no mixed groups. When the teachers were asked "Why should girls and boys be in separate classes?" the question appeared, to the Okinawan teachers, to be a strange one, and one for which no satisfactory answer could be given. The principal said that he thought segregation had become the custom because it was easier to teach boys and girls separately. The only answer given by the teachers was: "Teaching is easier \* \* \*."

The official attitude of the Japanese Ministry of Education, according to Keenleyside and Thomas,<sup>1</sup> favors dividing boys and girls into separate classes when numbers permit, but that the organization of joint classes to meet local needs was permitted. Japanese rural teachers, according to Keenleyside and Thomas, seem to prefer coeducational classes as they claim that the result is wholesome and that the hard-working girls provide a challenge to the boys. No evidence of this preference was found among the teachers of the Kanna, Okinawa, school.

<sup>1</sup> Keenleyside, Hugh L., and Thomas, A. F. *History of Japanese Education*, (Japan, Hokuseido Press, 1937) p. 175.

### The Course of Study

The subjects taught at the Kanna school as shown in the following table are listed in the order of the number of teachers assigned to teach a particular subject. Each teacher taught for 4 hours, daily.

#### Number of teachers assigned to teach various subjects in the school at Kanna, Okinawa, July 1945

Subject	Number of teachers
Arithmetic	24
Physical education or calisthenics	21
Music	18
Alphabet (Japanese)	12
Reading (Japanese)	10
English (limited to very few words)	8
Character (morals, ethics)	7
Carpentry	6
Penmanship (calligraphy)	3
Clay modeling	2
Vocations	1
Hygiene	1

The information in the table above, was obtained from 29 teachers, most of whom taught more than one subject. The subjects listed in this table bear slight resemblance to those taught in American schools. Arithmetic included the use of Japanese numerals (Kanji system) as well as the use of the abacus. The use of Arabic numerals, which often were employed in conjunction with the Japanese, also was taught. The principal of the school admitted the inadequacies of the Japanese system, but he evidently thought that the Japanese system also should be taught. Physical education consisted almost entirely of routine calisthenics, in which order and unison appeared to be considered much more important than exercise. No free competitive games such as are seen on American playgrounds were in evidence. Music consisted of unison singing; no musical instruments were seen. The subject listed as "alphabet" is a prerequisite to the study of Japanese; it involved the recognition and reproduction of some of the simpler characters. English was listed by eight teachers as one of the subjects taught; these teachers had mastered a few words, but none could speak English well enough to be understood.

### The Japanese Elementary School

The lower schooling for Japanese, according to Yamashita,<sup>2</sup> provided kin-

dergarten, in some areas, for children of ages 3 through 5. From the age 6 years, and through 11 years, children attended the compulsory elementary school; after this a number of alternatives, varying with regions, were offered: (a) Middle school, (b) girls' high school, (c) professional school, (d) the higher 2-year elementary, (e) a young men's school, (f) private secondary school, or (g) vocational school. The grade levels prescribed for required elementary subjects, according to Article 17-18 of Ordinance 14, Department of Education's detailed regulations for the operation of the Japanese elementary schools, as given by Keenleyside and Thomas<sup>3</sup> are shown in the following table.

#### Subjects prescribed by the Japanese Department of Education

Subject	Grade level							
	1	2	3	4	5	6	7	8
National language	x	x	x	x	x	x	x	x
Morals	x	x	x	x	x	x	x	x
Arithmetic	x	x	x	x	x	x	x	x
History of Japan					x	x	x	x
Geography					x	x	x	x
Science					x	x	x	x
Drawing					x	x	x	x
Singing					x	x	x	x
Gymnastics	x	x	x	x	x	x	x	x
Sewing					x	x	x	x
Manual training							x	x
Business or agriculture							x	x
Domestic science or sewing							x	x

### Compulsory Education and Attendance

It was the unanimous opinion of all of the teachers at the Kanna school that at least 8 years of schooling should be received by all children. Two teachers said that 10 years should be the minimum. Before the invasion of the island, school attendance on Okinawa was compulsory through the sixth grade. In practice, however, students would drop out of school for varying periods to assist with the crops if they were needed, and no penalty was imposed for this absence. The Japanese compulsory education law<sup>4</sup> states that "all children from 6 to 14 years of age are called school-age children and those

<sup>2</sup> Yamashita, Tokujl. *Education in Japan*. Foreign Affairs Association of Japan, March 1938, p. 31.

<sup>3</sup> Keenleyside, and Thomas. Op. cit., p. 190.

<sup>4</sup> Department of Education, Tokyo. *A General Survey of Education in Japan*, (Tokyo, Herald Press, July 1935). p. 13.



who exercise parental authority over them \* \* \* are bound to send them to ordinary elementary schools \* \* \*."

According to the principal of the Kanna school, it had been the custom on Okinawa to require attendance through the sixth grade. At this point the student could leave school, or could continue and complete grades seven and eight. An estimated 5 percent dropped out at the end of the sixth grade, but of this group, many had gone to some other school to receive business training. In 1929, according to Keenleyside and Thomas,<sup>5</sup> Japan claimed an attendance of 99.58 percent. Lack of money was not accepted as an excuse for nonattendance; local authorities were authorized to grant exemptions to families which were deemed to be unable to make the required payments.

### Financing of Schools

Under the Japanese the public elementary schools, at Kin as well as elsewhere on Okinawa, were financed mainly from local taxes, supplemented to a considerable extent by donations. Most people in the community, according to the former principal of the Kin school, contributed to the school fund, making donations which ranged from ¥5 to ¥100, according to the donor's ability to pay, public spirit, generosity or community pressure. Keenleyside and Thomas<sup>6</sup> report that in 1929 public elementary school children of Japan paid in fees an average of ¥0.64 (which at that time amounted to about 20 cents). In a large percentage of cases even this small amount was not paid, but a correspondingly larger amount was paid by those who were financially able to do so.

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things, marketing, processing, and utilization of plant and animal commodities at all stages from the producers to consumer; research into the problems of human nutrition and nutritive value of agricultural commodities; research relating to the efficient use of manpower, farm machinery, buildings, soil conservation, etc. For carrying out

this extension of research activities additional appropriations were authorized for use in connection with the agricultural experiment stations and other services.

### National School Lunch Act

*Public Law 396, approved June 4, 1946.*—This act authorizes Federal aid to the States in the establishment, maintenance, operation, and expansion of school-lunch programs for the fiscal year ending June 30, 1947 and each year thereafter. For the purpose of this act "apportionment among the States shall be made on the basis of two factors: (1) The number of school children [5 to 17] in the State and (2) the need for assistance in the State as indicated by the relation of the per capita income in the United States to the per capita income in the State." For the purpose of this act "School" shall mean "any public or nonprofit private school of high school grade or under and with respect to Puerto Rico, shall include nonprofit child-care centers certified as such by the Governor" thereof.

Of the sums appropriated under this act \$10,000,000 shall be annually available to the Secretary of Agriculture for providing nonfood assistance for the school-lunch program, such sums to be apportioned on the basis aforementioned.

The administration of the act is vested in the Secretary of Agriculture; and the funds apportioned to any State shall be available for payment to the State for disbursement by the State educational agency "in accordance with such agreements . . . as may be entered into by the Secretary and such State educational agency." The payments to the States in the fiscal years during the period 1947 to 1950 inclusive shall be made upon condition that each dollar thereof will be matched by \$1 from sources within the State; such payments in any fiscal year during 1951 to 1955, inclusive, shall be matched by \$1.50; and for any fiscal year thereafter by \$3. However, in the case of any State whose per capita income is less than the per capita income of the United States, the matching required for any fiscal year shall be decreased by the

percentage which the State per capita income is below the per capita income of the United States.

The School Lunch Act requires that lunches served under its provisions "shall meet minimum nutritional requirements prescribed by the Secretary of Agriculture on the basis of tested nutritional research"; that "meals shall be served without cost or at a reduced cost to children who are determined by local school authorities to be unable to pay the full cost of the lunch"; that there shall be no physical segregation of any child because of his inability to pay; that the lunch program shall be operated on a nonprofit basis; and that if in any State the State educational agency is not permitted by law to disburse or to match Federal funds for school lunches in private schools, the Secretary of Agriculture shall withhold the amount to which such schools are entitled and disburse the same directly to such schools.

The Act authorizes 31½ percent of the funds appropriated for the school Lunch Program to be used by the Secretary of Agriculture for carrying the program into effect.

*Public Law 422, approved June 22, 1946.*—This was the Appropriation Act for the Department of Agriculture, allotting \$75,000,000 for the School Lunch Program.

(Copies of the above-mentioned laws may be obtained by writing to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

### RELIEF FOR STRICKEN CHINESE

A BOOKLET entitled "Five Year Report" (1941-45) has recently been issued by United China Relief, 1790 Broadway, New York City. It tells how 40 million dollars donated by American people has been used for the relief of some 22 million Chinese stricken by war and disaster, providing medical aid, education, and child care and welfare. The report shows how this assistance was administered through 6 participating agencies in the United States and approximately 50 other agencies in China.

<sup>5</sup> Keenleyside, and Thomas. Op. cit., p. 157.



# UNESCO Ho

**D**ELEGATES from all major countries participating in the historic first general conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in Paris, France, November 19–December 10, 1945, which may affect the future course of world education.

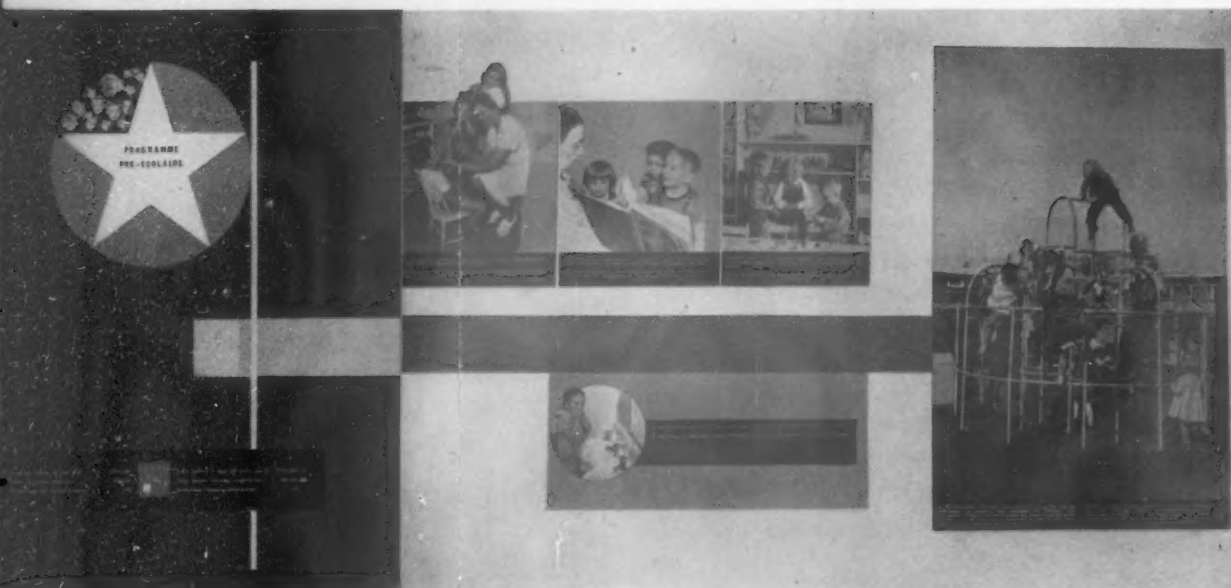
UNESCO representatives have been working to develop a wide range of programs in the fields of education, science, libraries and archives, natural sciences, and the creative arts. Special attention is also being given to problems as international student and faculty exchange, the problem of educational assistance to war-torn areas.

## The National Commission

The first meeting of the United States National Commission on the United Nations Educational, Scientific, and Cultural Organization was held in Washington on September 10, 1945. Members of this Commission, as listed in the report of the Commission representing a cross-section of education, science, and culture, associations and activities in this country, were recommended to the Secretary of State recommending the United States delegation to the first conference of UNESCO at Paris. It also prepared a report on the information and guidance of the delegation.

The National Commission described its purpose, as stated in its constitution, as being to promote world peace and security by promoting collaboration and cooperation in education, science, and culture. The organization, in other words, as an international organization for education and science and culture as ends in themselves through education and science and culture for the betterment of the world. The Commission believes

*(Concluded on page 16)*



## Educational Exhibit for

The United States Office of Education, U. S. State Department, prepared a 15-part exhibit "Education in the United States" for display at the UNESCO conference. The pictures shown on these pages are representative photographs of several of the exhibits from the exhibit, which dealt with the organization of pre-school, primary, higher, and adult educational programs.





# Preparation of Science Teachers for Secondary Schools

by Philip G. Johnson, Specialist for Science in Secondary Education

THE COOPERATIVE Committee on Science Teaching of the American Association for the Advancement of Science has been studying secondary school science teaching from the point of view of present day needs. The members of the Committee have defined these needs in terms of the survival of modern civilization, which, in their judgment, "depends upon understanding and control of scientific techniques whose power for good or evil dazes human imagination".<sup>1</sup> It is their judgment that "science teaching in America, particularly at the high school level where the ordinary citizen finishes his formal education, is not ready for the responsibilities which it must nevertheless assume. Nor is education ready in other subject matter areas for its obligations in an atomic age."

These scientists recognize three problem areas: (1) Science teachers are not properly trained for the types of teaching assignments which they must assume, (2) not enough able young men and women are attracted to science teaching, and (3) the high-school curriculum and facilities for science teaching need reorganization.

## A National Hazard

Educational leaders should realize that the war has left our Nation with a deficit of young men and women trained for scientific work, including science teaching. This deficit has been estimated at 150,000 persons who, but for the war, would have received bachelor's degrees with preparation for science and technology. This deficit of trained personnel will continue for many years. For example, it is estimated that by 1955 the group of persons with advanced training and capable of carrying on original work in relation to chemistry, engineering,

geology, mathematics, physics, psychology, and the biological sciences will be 17,000 below the number representing normal expectations.

There is an actual and continuing deficit of scientifically trained persons. There are also increased and mounting demands for scientists for teaching, research, and military preparedness. Military services now utilize a supply of scientifically trained persons equal to what our colleges prepare in 3 years. Industrial research employment is 90 percent above the prewar level. The expanded college programs require about twice as many persons for science teaching as before the war. Some college administrators have employed a hazardous and short-sighted solution to their need for college teachers. They have employed the more successful and competent high-school science teachers. This has weakened the ranks of the high-school teachers that had not recovered from the depletion experienced during the war. As a result our secondary schools are seriously handicapped in offering science instruction so as to interest and prepare students for scientific work, including science teaching.

Of every 1,000 students in the fifth grade, only 70 to 80 are likely to complete college work. For each student who goes to college there is another person just as able who does not go. Then, too, there are many talented youth among those who do not finish high school. When we consider such conditions, we are confronted with the tragic loss of undeveloped talent which is allowed to become lost to potential leadership positions in our Nation.

It is the responsibility of science teachers and other school workers to see to it that boys and girls in our schools are challenged with the interesting and profitable services which scientific work, including science teach-

ing, afford. It is a tragedy when talented boys and girls have their interests snuffed out, suffocated, or allowed to remain undeveloped through indifferent or poor educational service. Our Nation can ill afford to overlook the precious intellectual resources now in our schools.

## Retraining of Science Teachers is Needed

The teachers of science in secondary schools must pursue three rather different goals if science teaching is to make its essential contribution to the welfare of our society. These are: The general scientific education of all boys and girls, the providing of appropriate background for vocational work, and beginning the training of our future professional and research scientists. In the small high schools (and three-fourths of our high schools are of this type), the need is for a science teacher whose training and experience are broad enough to teach the varied science aspects of a general education, and also extensive and thorough enough in one or more specific sciences to teach the potential scientists those things which will enable them to get started on the path to specialization. Preparation for such teaching involves studies in the various sciences, work experience, and a practical working acquaintance with the various schemes and devices whereby secondary schools differentiate instruction for the various abilities represented in the high-school population. It requires general information and broad understandings, as well as detailed specific information, concerning these three major aspects of the preparation of a science teacher.

The long view of the problem calls for attracting able young men and women to science teaching as a career, assisting science teacher preparing institutions to provide the types of training needed for realistic and effective science teaching, and assisting secondary schools to reconstruct the science curriculum and the facilities for science teaching so as to favor the growth of competence on the part of all students and the beginnings of special competence for those who will seek scientific careers. The short view of the problem calls for in-service courses and curriculum projects which are directed

<sup>1</sup> The Preparation of High School Science and Mathematics Teachers, *School Science and Mathematics*, February 1946, pp. 107-118.



toward improving the science teachers now serving in the schools while efforts are being made to improve the curriculum and to differentiate the instruction for students of different abilities. All educators should be willing to undertake projects related to the short view while working for the longer view.

### **Where to Launch the Attack**

It should be recognized that the preparation of future scientists including secondary school science teachers begins in our junior and senior high schools. It is at these levels that interests and attitudes favorable to scientific careers are implanted through the actions and words of the science teacher, coupled with the actions and expressions of other teachers, guidance personnel, administrators, parents, and the general public.

What can be done to challenge the talented students in our high schools this year to give adequate consideration to scientific and other careers? Plans can be made to incorporate in many high-school courses a topic or unit on careers. Within such a topic it will be possible to direct students to examine all the major occupational opportunities open to men and women. Special plans can be developed to represent fairly, yet enthusiastically, the profession of teaching in general and science teaching in particular.

High-school students should be informed about the occupations which are being sought by veterans and civilian students of college age. They should be brought to realize that competition for employment in engineering, trades, and related fields will be severe when persons now in high school are ready for employment. They should be enlightened about the great demand for scientists and science teachers and the relatively small number of persons looking for such careers. They should come to realize that the prospects for employment and the conditions of work for scientists and science teachers are good and are likely to continue to improve. The need for such persons is great now, relatively few persons are beginning or resuming such training, salaries are rising, and conditions favor the persons who begin now to make plans for scientific work.

There should be nothing haphazard

about the development of a topic related to careers. The immediate as well as the long-term rewards should be made clear. The values to the individual and to society should be studied. The opportunities for service at home and abroad should be discussed. A committee of the faculty should be selected and charged with the responsibility of developing the plans for a study of careers. All persons in the community who are interested in the youth and the Nation can be asked to assist. Plans can be made for a thorough direct presentation. Facilities and projects can be developed for effective student activities.

The long-time solution of the problem of interesting talented youth in science teaching as a worthwhile career lies in adequate salaries and an esteemed social position for such teachers. These alone will not automatically bring about the change. The kinds of persons who become science teachers, the training which they undergo, and the contributions which they make in the school and community must be such as to bring genuine appreciation. Such teachers can challenge youth with the opportunities for adventure which work in the sciences afford. They can point out that scientific work, including science teaching, presents numerous chances for good positions. They can also reveal that science teaching is socially beneficial if persons devote their talents to such endeavors and direct the scientific findings toward goals which favor the progress of civilization. Such teachers can help pupils understand that scientific progress is an essential key to our security as a Nation. They can help all students to become scientifically literate, and they can also challenge many of the talented students to consider careers in scientific research and other specialized scientific service.

### **Scientists Will Help**

A second problem area to attack is the institutions preparing secondary school science teachers. Both the short-view and the long-view solutions demand the cooperation of teacher preparing institutions. Some of these institutions were established for the special purpose of preparing teachers. Many others are liberal arts colleges in which teacher

preparation is one among several occupational objectives. Some are great universities in which teacher preparation on the undergraduate level is not a planned service of the institution.

Wherever there is a science department and an education department in an institution of higher education, wherever secondary school science teachers are prepared, "it is the first duty of the science departments to seek the cooperation of the department of education." The college scientists on the Co-operative Committee on Science Teaching made this recommendation. They felt that college scientists can no longer afford to ignore or belittle teacher training. Many college scientists have through the war experiences come to realize that, after all, future scientists come through elementary and secondary schools and that many talented students will never seek scientific careers without better and more high-school science teaching. Therefore, there is now a new interest in recruiting and training potential scientists for secondary school work. This recruiting will not all be from secondary schools because we can expect that many college science teachers will single out high-school science teaching as a possible career for scientifically interested students and will present to their college students the critical need for teaching scientists in the development of our national economy and our security as a Nation. They will be willing to work with others in developing training programs and special facilities for the preparation of secondary school science teachers.

Mention should also be made of the contributions which the scientists and other leaders in industry are making to meeting the deficit in trained scientific personnel. They too sense the significance of effective secondary school science teaching and are willing to help in programs of improvement. For example, one manufacturing organization has sponsored the selection of scientifically talented youth and has provided scholarships for their collegiate studies. Another similar organization has cooperated with a nearby college in providing special summer programs of studies in which college and industrial scientists have brought to selected secondary school science teachers, without

any cost to the teachers, a view of new developments in scientific theory and practice. Several other companies have developed booklets and other supplementary teaching aids related to science and have limited their advertising to the minimum recommended by educators. Still others have provided grants-in-aid and other assistance as a means of helping professionally interested science teachers to do whatever seemed helpful in the development of more and better science teaching in the schools of the Nation.

The scientists of the Nation regard the deficit of scientifically trained persons, including secondary school science teachers, as a national hazard. They are concerned enough to be willing to do something about it. School administrators, science teachers, and professional educators in teacher training institutions should avail themselves now of such help and seek solutions to the threat to our national security which the deficit in scientifically trained intellects now presents to our Nation.

### **Colleges Cannot Solve the Problem Alone**

Leaders in institutions that train science teachers should establish a coordinating committee with representatives from all the departments concerned in the preparation of science teachers. A liaison should be arranged with practical school administrators and professionally interested high school science teachers. The Cooperative Committee on Science Teaching prepared the following recommendations for such a committee to consider:

Approximately one-half of the prospective teacher's 4-year program should be devoted to courses in the sciences.

Certificates to teach general science at the seventh, eighth, and ninth grade levels should be granted on the basis of a broad preparation including college courses in all the subjects concerned in general science.

Colleges and certification authorities should work toward a 5-year program for the preparation of high-school teachers.

These recommendations recognize the two major needs of secondary school

science teachers, namely the broad background of preparation necessary for effective general science instruction and also the degree of expertness needed to challenge and guide the students with high ability and keen scientific interests. However, it should be emphasized that the committee felt that details of the program should be worked out cooperatively and that there should be a section in the college catalog describing the program for preparing science teachers.

It is of rather crucial importance that a coordinating committee shall give attention to the viewpoints of practical school administrators and classroom science teachers. College teachers appear too often to have lost a vital contact with secondary schools and, as a result, they consider subject matter competence in their special field of study of an unreasonably high order of importance while the skills and techniques needed to adapt subject matter information to the varied needs and interests of all the youth in the schools are minimized or overlooked. These college teachers need to realize that the science teacher must be able to make adaptations for average and below average intellects if science is to be taught successfully to all youth. They must realize that the awakening and guiding of scientific interests are major functions of the high-school science teacher, and they need to appreciate the great adaptations which have to be made in order to make science a significant part of an integrated program. Knowledge of the subject is important, but the ability to adapt knowledge and skills to the youth in our schools is also of critical importance if science is to be presented properly to all students whose talents need direction. When committees in colleges and universities meet with practical school administrators and teachers, there is likely to be a group that can balance the substantial content and the effective instruction.

One of the difficulties in such cooperative planning is the problem of having a sufficient occasion for getting together. It is suggested that the offering of in-service courses by college teachers to groups of secondary school science teachers may be an appropriate occasion. College teachers who appreciate the need for help to improve high-school science teaching, are usually

willing to go out to a local school and conduct one or more seminar-type discussion groups or perhaps an entire course. They may be asked to participate in curriculum revision projects which look toward improved science instruction for all students as well as to adaptations which will give special recognition to students which unusually high talents. They may be brought into contact with the practical problems which the schools face in providing teachers, courses, and the facilities for such science instruction. They may be brought to consider the relative merits of the various plans whereby instruction may be differentiated so as to be challengingly and effectively taught to students of different abilities. Thus both the short-view and the long-view remedies can be served by in-service courses.

### **A Curriculum Problem Too**

A third area to attack is the reconstruction of the high school science curriculum and the school facilities so as to favor the growth of scientific competence of all youth and the beginnings of special competence for those who have high abilities. Administrators who supervise the work of secondary school science teachers and college teachers who are involved in the preparation of secondary school science teachers may well study the following types of procedures whereby courses are reconstructed and instructions differentiated:

1. The grouping of students according to general and/or special abilities and the reconstruction of courses to recognize the characteristics and needs of each group.

2. The offering of several sections of the basic courses and developing a system of guidance so that students are assigned to the proper section. Sectioning makes it necessary to reconstruct courses so as to meet the characteristics and needs of each group.

3. The utilizing of individualized instruction plans whereby students in the same class may progress at different rates along lines of endeavor adapted to individual needs and interests. Such instruction requires prepared study guides which serve to help the teacher direct students along fruitful avenues of activity.



4. The arranging of fusions of two or more subjects one or more being science, into some type of integrated or core offering. In such a plan differentiation must be made for different abilities, needs, and interests.

5. The developing of plans for enriching instruction in general courses for students with special needs and interests. The basic course must be brought up-to-date by inclusion of new materials and omission of obsolete items. Reorganization of materials may also be desirable. Library and laboratory facilities must be reconsidered.

6. The establishing of several special-interest clubs and similar organizations. For such activities there must be appropriate library and laboratory facilities as well as effective club techniques.

Schools that make a real effort to educate all youth through science while giving special consideration to the preparation of future scientists must follow in the sciences one or more of the above plans or some modification of them. It should be remembered that there should be clear evidences of good science teaching regardless of the plans for differentiation which are followed in the schools. Some of these evidences are: (a) Individual and group experimentation, (b) experimental demonstrations by the teacher, (c) study of library sources as well as textbooks, (d) study of applied science in the community, (e) consideration of controversial scientific issues, (f) use of individual and group projects involving experimentation, (g) use of visual and other sensory aids to extend opportunities for observations of scientific phenomena, (h) development of data into relationships and other generalizations, (i) application of facts and relationships to personal and community problems, and (j) study of current scientific developments.

Differentiating instruction while keeping the science teaching up to appropriately high standards for all abilities is a problem in large schools. It is an even greater problem in the small high schools where certain plans for differentiation cannot be applied and the

(Continued on page 30)

## Model Airport and Houses Built by Junior High School Boys

**DRAFTING**—*mechanical, architectural, and engineering drawing—has become one of the most popular courses for boys in the Junior High School of Fort Smith, Ark., according to R. Earl Farnsworth, junior high school principal. Mr. Farnsworth gives SCHOOL LIFE the following information about the program. Mrs. C. B. Clark is the instructor in charge.*

Seventh-grade boys are required to take 9 weeks' work in mechanical drawing. As electives they may take mechanical drawing in the eighth grade and architectural drawing in the ninth.

Mechanical drawing is one of the four quarter-length courses in industrial education offered as a phase of the exploratory work in this largest of Arkansas junior high schools. In this course, taught by using many visual aids, including projection equipment, the boys have an opportunity to become acquainted with mechanical drawing equipment—the simple instruments, the scale, the T-square, and the language of the draftsman and engineer. Problems in blueprint reading and elementary lettering are presented from time to time, supplementing the drawing problems required of the boys.

Boys who show marked proficiency and definite interest and capacity for the seventh-grade course may elect an advanced phase of the study to supplement their work in the eighth and ninth grades. Their work may be continued on into the senior high school and junior college of the Fort Smith school system.

Why have these courses become so popular? Why the remarkable interest? Why was it necessary to "drive" the boys home from school in the late evening and limit the time they could spend in the laboratory on Saturdays? Why was it necessary to limit the number of transfers boys could get from the study hall to the drafting classroom during 1 week? The chief reason which can be assigned to this is that in this particular subject the interests of boys were channeled into worth-while and

challenging teaching material and activities.

Each year some type of activity is selected as a culminating project for the advanced classes. This project must be something which will incorporate activities which are similar to classwork and will give "employment" to a large group of boys.

In the school year 1945-46 two separate projects were selected by the elective classes. Both are described in this article.

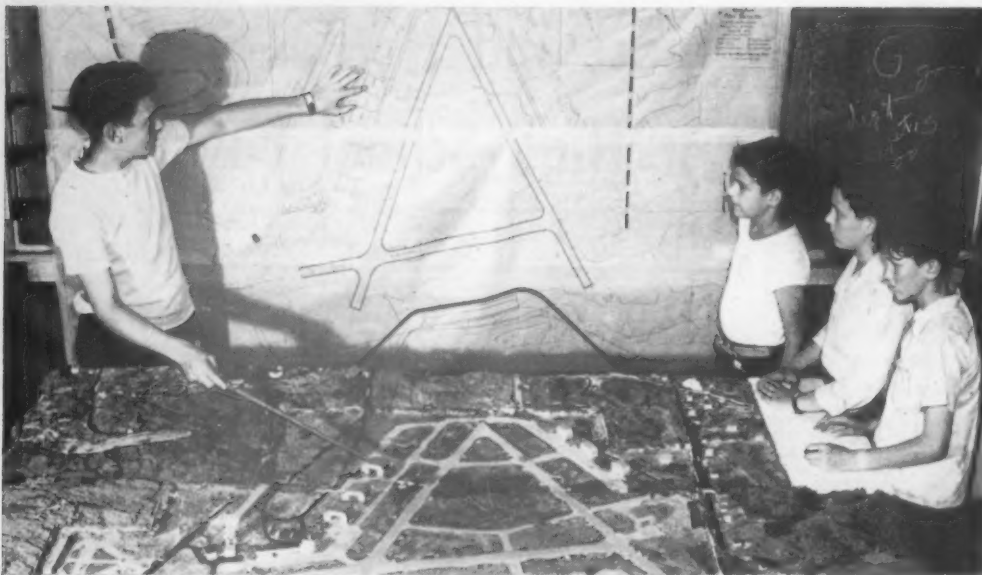
### Model Airport Project Undertaken

The first group to select its project chose to build a model airport. At the time their decision was made the city of Fort Smith, becoming more and more air-minded, was seriously considering the limitations of its own municipal airport and the possibilities of rearranging it so that a class four airport capable of accommodating any type of aircraft would result. Out of this community-wide interest came the suggestion that a model airport be made to simulate the engineers' proposed airport for our own city. It was so ordered.

One of the first activities involved detailed map study. From the War Department, from local engineers, and from other sources maps were gathered which delineated the area in which the present airport was located. Since the proposed port was to include the present airport facility, this was the region which must be studied carefully.

Chartered busses took the boys as a class to the airport where they were guided over the facility. Notes and careful observations were made of construction of runways, taxi strips, aprons, beacons, hangars, and other buildings and equipment. Into the language of these "air-minded" boys began to creep the terminology of the airport officials and workers. The idea was growing.

In order to carry back into the classroom some permanent conceptions of the



Eighth-grade junior high school boys of Fort Smith, Ark., construct model airport.

present airport a great many pictures were made from time to time by various individuals whose interest in the project was growing. The school principal, local air "enthusiasts," the chartered engineer, the airport managers, and others were anxious to supply all the visual aids needed to make the project authentic. Some of the pictures needed to be from the air. These, too, were supplied. Others were taken as they were found desirable. In the darkened classroom the boys were able to visualize the new "port" as it was worked into the photographs projected on the silver screen.

### **Students Learn How to Interpret Maps**

Never before had the importance of map study been so real to these boys. The contour lines of an engineer's map had not meant anything, if by chance, they had seen such a map. Never had these boys found it necessary to orient a map to its actual location as was necessary now. New and valuable techniques and information were being mastered.

Although anxious to begin work of a tangible sort, the boys were willing to get all the necessary information together before they began building. Files of photographs, sheafs of maps, columns of figures, pages of information had to be assembled and assimilated before they were ready. This they knew. This they mastered.

The first phase of their actual handwork was the making of their own map

which was to include the physical aspects of both the present and the proposed airport, as well as the contours and physical features of the terrain of the proposed port area. Never before had these boys worked with such large materials. Whereas their drawings had been on standard 11- by 15-inch paper now they were to work on a project drawing  $4\frac{1}{2}$  by  $7\frac{1}{2}$  feet. Things were growing. The boys were growing.

When the map was completed, including both the present and the proposed construction, details of terrain, drainage, elevations, contour lines, highways, telephone and electric service lines, and all the other items which had to be considered, actual construction could be contemplated.

Because of the size of the model and remembering that it must be portable, the class decided to make it in two sections which could be fitted together when it was completed. This complicated matters somewhat, especially in planning the runways which would necessarily cross the break in the model. The wiring also had to be replanned.

The class began construction of the port by preparing blueprints of the original drawing after their large tracing had been completed. One of the blueprints was glued to two large sections of fir panel wood three-quarters of an inch in thickness. Then began the task of building up the actual port, terrain, and drainage on the map.

To discover a suitable medium for making a relief model of the airport was the next step. After unsuccessful trials

with plaster of Paris, clay, and some other products, a combination of moulding plaster and fire clay was found to be suitable. This mixture had the quality of hardening well but not so rapidly that it could not be shaped to the proper contours.

To translate the terminology of the contour lines appearing on the map into actual elevations was the next problem. After determining on a scale which would be suitable, nails were driven into the map base along the contour lines, leaving them extended above the map the proper distance to conform to the level of that particular area. After the nails were placed about 2 inches apart the process of applying the plaster mix was begun and the entire map area was thus built up. Rough terrain was only slightly smoothed. Smoother areas, taxi strips, aprons, and runways were all made level. Later, strips of battleship linoleum were glued to the areas which were to represent concrete. These strips were painted cement gray and made to resemble an actual runway.

### **Ingenuity of Adolescents Overcomes Obstacles**

One of the major problems faced and solved by the boys and their teacher was that of adequate lighting. Where could they obtain a hundred tiny bulbs and that many sockets? How could they be wired so that all would burn? How should they be placed to conform with engineering specifications? Herein was posed a real problem; but it was solved. Despite the fact that sockets were not available, lead wires were soldered in place and all the connections were properly made so that the completed port was lighted as it had been planned. Ingenuity of the adolescent was overcoming obstacles which might have downed older folks.

The hardest part of the work was done. To place the buildings, the airport equipment, trees, grass, roads, railway lines, telephone lines, and other necessary items was not likely to be such a big task.

From photographs taken at the port, models were made of the beacon tower, of the hangars, and the present administration building. To these existing facilities were added a great deal more which would be necessary in the event



an airport was constructed of the size projected.

The boys, looking to the future, erected airline highways, air-freight terminal facilities, a flying school, a plastics factory, and several other facilities for this model port and the city of Fort Smith.

The finishing touches were then applied. Miniature planes for the hangars and runways, automobiles for the highways and parking areas, trains for the rail line, all these things were assembled. The wooded areas were "wooded" by gluing sponge rubber trees in place; grass was simulated by using dyed sawdust. An honest-to-goodness model was evolving.

When it was completed and the lights were turned on lighting the runways, and the interested spectators were gathered around to study the details and to ask questions, we found those boys who had been so interested, so determined, and so willing to work long hours, did not feel they had a toy; they felt this was something really important. Into it had gone much work; to build it had caused them to gain a great deal of valuable information and master many skills. Now they were getting satisfaction out of interpreting it to their "public."

While the airport was under construction a few boys who could not be profitably employed in the actual construction work were busy making models of hangars and related equipment. Into these balsa-constructed projects went much skill, much planning, much accumulated worth-while information. These builders were as active, as interested, and as proud of their finished project as were those who actually worked on the big model port.

### **Housing Project Undertaken By Another Group**

Not to be outdone by another class, the architectural drawing students planned and constructed a housing project—a timely thought in their crowded city. Each boy was to have a part—a major part for each was to plan, draw, and build from balsa wood and other materials a model of a house.

Unlike many housing projects, these houses showed individuality. Perhaps

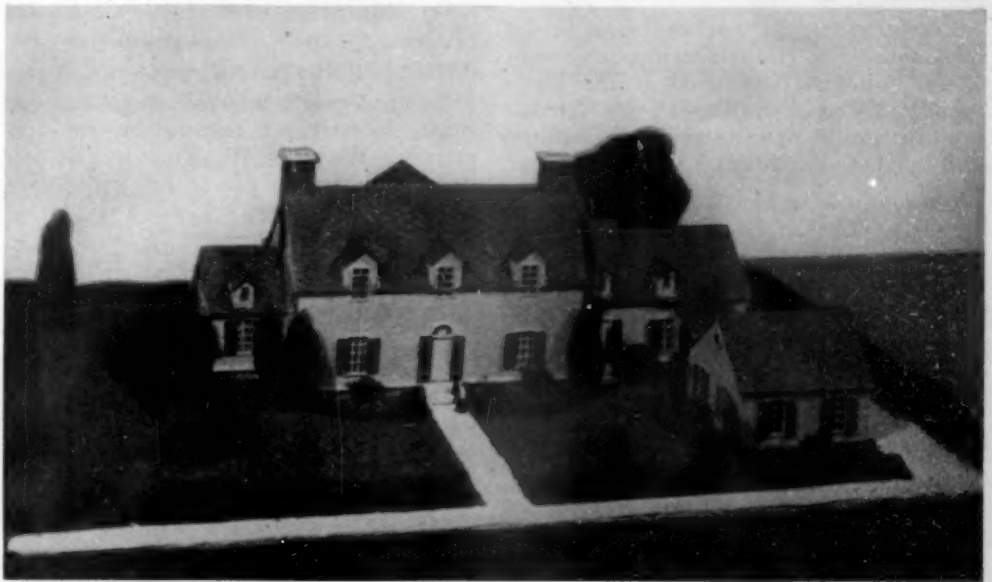
some of them would not have conformed to modern zoning regulations, but from each unit built, the builder was able to acquire a great fund of information and skill.

After each boy of the class had selected the house design he desired or had sketched the floor plan of the house he wanted to build, he started to make all the working drawings which would be required by a contractor to construct a house of that design. Elevations, floor plans, plumbing details, planting, landscaping, and other details had to be included. Bills for materials, estimates, and other figures were assembled as the drawings were in progress.

When drawings and tracings were completed and approved, the scale models were started. Hours and hours were needed to complete the models, but they were hours which passed quickly and pleasantly. What to use for windows, for blinds, for roofs, and for gutters—all these details were discussed as they worked.

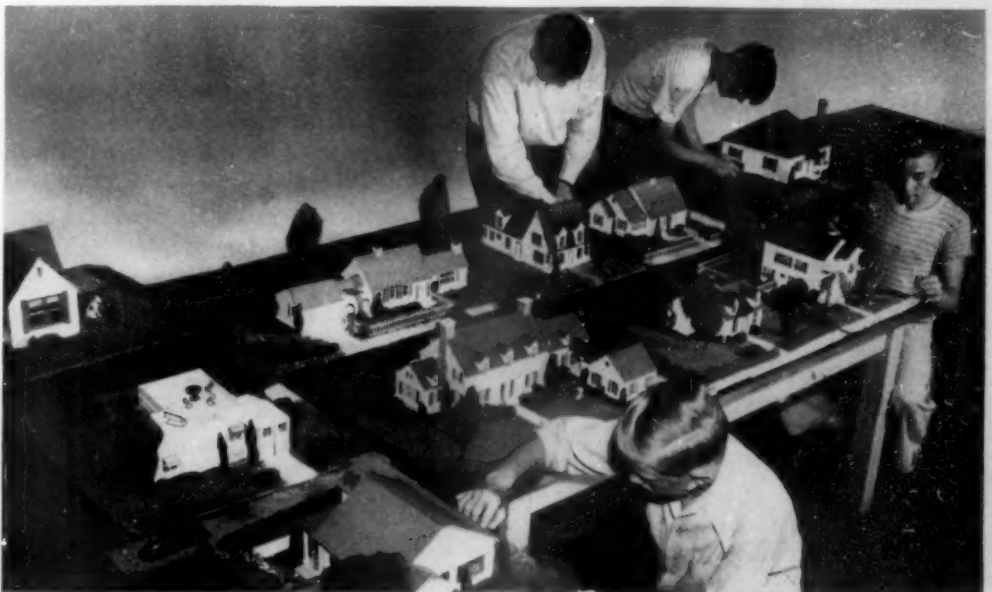
### **Looking to the Future**

Some of the boys who built the model houses maintain that in years to come they expect to live in a house of a similar design. They have their drawings and blueprints and they mean to put them to practical use.



HARRIS & EWING.

Model of 13-room home designed and constructed by 15-year-old student of Fort Smith, Ark., junior high.



Ninth-grade boys design and construct model homes in architectural drawing class at Fort Smith, Ark.

# ELEMENTARY EDUCATION

## Staff Participation

**P**RIOR TO the opening of schools and colleges this fall and during the first months of the school year, staff members of the Division of Elementary Education have participated in the following conferences:

The Annual Leadership Training Conference in Florida conducted under the combined sponsorship of the State Department of Education and the Florida College for Women for county and local supervisors, school principles, and teachers.

Conferences and workshops on problems related to the education of exceptional children conducted at the University of Texas, the Texas State Teachers Colleges at San Marcos and Denton, and at the University of Oklahoma.

Meeting of the California Committee for the State Program for Cerebral Palsied Children.

Work Conference on Elementary Education sponsored as a cooperative project by the State Department of Education, the North Carolina Education Association, the University of North Carolina, the Southern States Work Conference and representatives of participating schools in Chapel Hill. This is one of the series of procedures used to coordinate State-wide evaluations of elementary education in North Carolina.

Orientation program conducted in New York City by the Division of International Education for 35 kindergarten-elementary teachers from England and Scotland who have exchanged places with a similar number of our teachers from 28 school systems and college laboratory schools in 15 States throughout the country.

Preliminary planning and development of panel reports on juvenile delinquency as a basis for the 3-day conference on juvenile delinquency called by the U. S. Attorney General and held in Washington in November.

The North Dakota State Conference of Social Work.

Meeting of the Governing Board of the National Association for Nursery Education with special reference to planning the national conference to be held on the west coast during the summer of 1947.

Institute for Community Leaders

held under the auspices of the Baltimore (Md.) Council of Social Agencies and Adult Activities Council designed to assist leaders in the conduct of community meetings, in presenting reports of achievements, in handling controversial issues and in using audio-visual aids for adult programs to help meet family and community problems.

The Ohio Conference on the Pre-school Child held to effect a State-wide organization for the promotion of sound educational programs for young children.

Meeting of the Council for Childhood Education of Greater Cleveland related to new responsibilities for group living.

General conference of the Arkansas State Education Association on Improving Ways of Working with Children, followed by discussion groups.

## Do People Want Schools for Children Under Six?

**A**DULTS in the State of Minnesota who answered the question "*Would you like to have your local school include nursery schools as a regular part of its program?*" slightly favored the nursery schools.

About half of the replies, 48 percent, were affirmative; 44 percent were negative; with no replies from 8 percent. City people were most in favor, 59 percent, and farmers most opposed, 59 percent. Such a contrast is explainable by the fact that nursery-kindergarten education is almost wholly confined to the cities and towns and is little known in rural areas. Interestingly enough, the various economic brackets represented by the "Yes" vote is about evenly divided among families in the lowest, the average, and the above average groups.

The enthusiasm of those wishing to continue the service is shown by the record of 8 out of 10 who would be willing to meet an increase in taxes if it meant adding a nursery school service. Variations in willingness to

pay more taxes by people at each level of schooling—grade school, high school, or college—increased from "grade" to "college" for those *for* and decreased for those *against* the question. These differences indicate an increasing appreciation among adults for schools for children under the age of 6 in relation to the amount of the adult's education. Approval was given by 75 percent of the parents whose education was at the grade school, for 80 percent of those at the high school level, and 93 percent of college educated parents.

According to the economic levels of the people wanting the continuation of the publicly supported nursery schools, a larger number of the heads of families having an "above average" income (95 percent) favored this proposal than did the "average" and "lowest" incomes (80 percent and 77 percent).

Briefly, about half of the people interviewed for an opinion, favored including nursery schools and kindergartens as a regular part of the school program. A majority of the "city" people approved and a majority of the "country" people disapproved. Of those favoring the program, 80 percent were willing to have taxes raised if this was needed to provide the service. A larger proportion of the "approving" people had attended college and were in the "above average" economic bracket.

## Changes in State Supervisory Personnel

**A**VAILABLE records for 1946 assignments of State supervisors and directors of elementary education show added staff members in about half the States, changes in personnel for a few States and shifts in titles used to indicate the services provided in several others. The deputy commissioner for education in the State of Maine is now in charge of curriculum and instruction with the two elementary supervisors continuing in their work. New Hampshire has expanded the title for its State supervisor, "Elementary School Agent," to the more comprehensive one of "Director of Elementary School Services."

Almost a third of the States have either added staff members especially



responsible for the primary unit, for nursery schools, kindergartens, school age centers or for work with parents, or have indicated inclusion of some of these responsibilities in the general elementary supervisors' program. States providing special supervisory services for the lower age levels include Alabama, California, Connecticut, Florida, Illinois, Louisiana, Massachusetts, Michigan, New Jersey, New York, South Carolina, Virginia, Washington, and Honolulu in the Territory of Hawaii.

Among the titles used for these supervisors are consultant in early childhood education, primary specialist, director of kindergartens, supervisor of extended school services, and parent education consultant. In some instances the special assignments for staff members working in school programs for young children include developing State standards and guides for the conduct of nursery schools and kindergartens, setting-up certification requirements for teachers of these groups, organizing procedures for the registration of private schools in line with current legislation, and providing counseling services for local school authorities on ways of increasing opportunities for parent education.

Since many States are giving considerable attention to the extension of educational services for parents and young children, information concerning recent developments in this field will be announced from time to time as reports reach the Division of Elementary Education.

### Addition to Division Staff

**HELEN MANLEY**, Specialist in Health and Physical Education, has joined the staff of the Division of Elementary Education. Miss Manley received her B. A. degree from Wellesley College and her M. A. degree from Teachers College, Columbia University, and has carried graduate work at the University of California, University of Wisconsin, and New York University. She has come to the Office of Education from the University City Public Schools, University City, Mo., where she was director of health and physical education.

Previously she directed the health and physical education work at the Maryville, Mo., State Teachers College, and served on the summer faculties of New York University, University of Wisconsin, University of Alabama, Indiana University, and Washington University. Miss Manley is now president of the American Association for Health, Physical Education, and Recreation, a department of the National Education Association.

During October and November Miss Manley represented the Office of Education at the National Safety Council meeting, and participated in a Health Workshop of Governmental and Non-Governmental Agencies at Jamestown, N. Dak., and a State School Administrators Conference in Salem, Oreg. She has also conferred with staff members of the State departments of education in the States visited.

### A PTA Children's Camp and Parent Workshop

**S**PREADING the idea of camping for children was back of the project launched by the North Carolina Congress of Colored Parents and Teachers when this organization started a camp for boys and girls at Bucks, N. C. The project has brought wholesome recreation for nearly 500 boys and girls, 7 to 12 years of age, in the eight summers of its operation. Situated at Rural Life School, the camp has a suitable location and facilities. The North Carolina Colored PTA, through its contributions and those of assisting organizations, has assumed responsibility for financing the camp. Five full-time workers and a part-time nurse and doctor compose the staff. It is the only camp for Negroes listed in the North Carolina educational directory, which means that it meets the high standards set up by the State Board of Health and has the approval of the Department of Public Instruction.

"The camp is not a commercial venture but is conducted for the best interests of the child, for the character and educational growth of each individual. Stress is placed on freedom of expression and ability to exercise initiative. Children are allowed to make discus-

sions, to ask questions, to ask reasons why, to make mistakes, to correct them, and, above all, to live in contentment and peace with each other."

The program includes free play, games, handicrafts, making useful articles for the home, music, hikes, entertainment, campfire, movies, and Sunday School. Detailed information regarding the work is contained in *Our National Family*, the official publication of the National Congress of Colored Parents and Teachers, June-July, 1946, Vol. 10, No. 10.

A future goal of the North Carolina Colored Congress of Parents and Teachers is to expand the camp idea by operating another camp in the western part of the State so the boys and girls in that section may have this opportunity during vacation. A State committee of the Congress is at work to make the second camp a reality.

A new feature of the camp this year was a parents' workshop held at the close of the camp period of 6 weeks for parents and teachers. Membership in the workshop was drawn from a cross-section of the membership, with plans for this group to give study to problems and needs of children that greater unity and cooperation may result in local units. Specialists from educational centers were invited to lead discussions and to serve as resource persons.

### NATIONAL CONFERENCES RELATED TO ELEMENTARY EDUCATION

- December 2-14—National Conference on Facilities for Athletics, Recreation, Health, and Physical Education. Jackson Mills, W. Va.
- December 27-8—National Council of Geography Teachers. Columbus, Ohio.
- February 26-March 1—Music Teachers National Association. St. Louis, Mo.
- March 22—Association of State Directors of Elementary Education. Chicago, Ill.
- March 23-26—Association for Supervision and Curriculum Development. Chicago, Ill.
- April 7-11—Association for Childhood Education. Oklahoma City, Okla.
- April 13-19—American Association of School Social Workers. San Francisco, Calif.
- April 21-26—American Association for Health, Physical Education and Recreation. Seattle, Wash.

# SECONDARY EDUCATION

## Controversial Issues

**D**ISCUSSING Controversial Issues" and "Understanding Current Affairs" are the first two discussions in the "Pathways in Peace" program broadcast over station WKRC in Cincinnati. This is the third year that "Pathways in Peace" is on the air. This half-hour panel-discussion program is heard at 9:15-9:45 on Saturday mornings. During the fall, the broadcasts have been planned by Assistant Superintendent G. H. Reavis, and the participants are recruited from the teaching and administrative staffs of the Cincinnati public schools. After the holidays, the panel discussions involve staff members of the University of Cincinnati and other institutions of higher learning in the area. The "Pathways in Peace" program is an example of cooperation among a radio station, the public schools, and institutions of higher learning to meet a need in adult education.

The interest of the Cincinnati public schools in promoting the effective study and discussion of controversial issues is also reflected in a statement, "Controversial Issues and School Policy," prepared by Dr. Reavis. Because this statement considers the need for discussing controversial issues and deals realistically with the role of pupils and teachers in such discussion, the following excerpts are quoted:

"... *Society is constantly changing.*—Under the democratic system this change is brought about gradually through open discussion and frequent expressions of the will of the people . . . Controversial issues are inherent in orderly social change.

"The basic essential of the democratic way of life is freedom of speech, freedom of the press, freedom of assembly. These freedoms presuppose an intelligent decision-making citizenry which can guide its own destiny. The school is established by society as the chief agency for the development of this well-informed citizenry. Most of the rules governing freedom of speech outside of the school should apply with equal force within the school. Freedom to learn is important because we believe in the

use of discussion and arbitration and appeal to reason, rather than force, in settling controversies, both in school as well as in life outside of school . . .

"An individual may best be introduced to controversial issues under conditions prevailing in a school classroom. Here partisanship and bias are much less in evidence than outside the classroom, and scientific techniques of attack on social, political, and economic problems are not only used, but their uses are likewise taught.

"School pupils should have an opportunity to

- (1) Collect factual material.
- (2) Organize this factual material.
- (3) Interpret this factual material.
- (4) Generalize upon the basis of factual material . . .

"*Controversial Issues.*—Our culture forms a vast reservoir of subject matter: Facts, skills, ideas, opinions and unsolved problems and controversial issues. It should be emphasized that most of the subject matter of the school curriculum involves no controversies (social issues). However, the school curriculum, especially on the high school level, involves many issues and problems which do not have commonly accepted answers . . . With respect to these, the school must maintain a calm, dispassionate, and scientific attitude.

"*The Importance of Studying.*— . . . The study of controversial issues or problems is a method of developing in children the ability to make intelligent choices or decisions—one of the most important abilities of an American citizen . . .

"*Accurate Data Are Important.*—The classroom attack upon controversial issues should utilize the accumulation of facts and authorities which have been checked for truthfulness, accuracy, and pertinency.

"*Open-mindedness is Necessary.*—The pupils should learn to recognize their own prejudices and the prejudices of others . . .

"*The Role of the Teacher.*—The functions of the teacher are not to dictate

changes in opinion but to help pupils develop intelligent opinions based upon full understanding. The teacher should act as both moderator and participant in class discussions. In the role of moderator the teacher insures the application of scientific method to the facts which have been accumulated. The teacher points out errors in statements both by pupils and writers . . . He should assume the role of impartial judge rather than an interested advocate of any side of a controversial issue . . .

"*Preparation for Teaching Controversial Issues.*—Good teaching of a controversial issue requires, among other things, that the teacher have

- (a) thorough knowledge of all significant facts and opinions on all sides of the issue.
- (b) the ability to help pupils find, analyze, and interpret facts.
- (c) the ability to direct tactfully an intelligently, emotionally controlled discussion exemplifying good discussion techniques, and
- (d) an open-minded unprejudiced attitude toward all such issues.

"*Selection of Controversial Issues for Study.*—Pupils gradually approach intellectual and social maturity. Care should be taken that issues beyond the maturity of the pupils should not be attempted . . .

"*Historical Perspective.*—All controversial issues should be viewed in historical perspective wherever history and the experience of the past can throw any light upon them . . ."

## The Prosser Resolution

Conferences on the Prosser resolution (see *SCHOOL LIFE* of July 1946 for an earlier statement) were held in Cheyenne, Wyo., September 25-26, and Sacramento, Calif., September 30 and October 1. At each of these conferences 25 leading educators spent 2 days discussing what ought to be done for those pupils in high school who are destined neither for college nor for skilled occupations. (Reports on these conferences will appear in a later issue of *SCHOOL LIFE*.)

The secondary schools over the years have given time and effort to serving



## THE EXCITEMENT OF TEACHING

As high-school teachers and administrators, we talk a great deal about the inadequate supply of well-qualified teachers in these postwar days. We longingly think of what might be accomplished if we could get a goodly share of the more capable youth in our classes to follow teaching as a career. So we set about recruiting.

And what a recruiting! Often we grumble about the low salaries of teachers, we deplore the lack of career motive and professional stability, we dwell upon the restrictions which fetter us, we stress the long expensive period of preparation. It is as though we would say to these people of promise: "Teaching is a difficult job with many unpleasant features, but it is a job that needs to be done. Won't you come in to help?"

Certainly there is no desire here to ignore the undesirable features of teaching; a realistic approach calls for their inclusion. But if we are truly realistic, ought we not to play up some of the desirable and positive elements of teaching as well as the undesirable? This also, we suspect, would be a more honest approach; for most of us would not today be teachers if we did not feel that advantages of teaching outweighed disadvantages. So let's go about recruiting with a positive look in our

eyes and an affirmative tone in our voices. Let us tell these young people about the ideals, the challenges, the satisfactions, and the inspirations which teaching holds for those who have the vision and the personality and the ability to succeed in it. Instead of filling their minds with talk about hard work for low pay, let us at least as often open up the vistas of inspirational work at reasonably good pay for those who have the determination and the competence to succeed at a difficult job.

Recently there came to our desk a new handbook, "Looking Forward with Parma (Ohio) Public Schools, 1946-1947." On the title page is the following quotation from William Lyons Phelps:

"Many men and women imagine that teaching must be a dull affair. On the contrary, teaching is exciting and adventurous, with no two days alike. The successful teacher loves what he teaches and whom he teaches. He may receive good advice from others, but when he enters his classroom, shuts his door, and looks into the faces of the boys and girls, no one can help him except himself. His teaching and his discipline depend solely on his mind and personality. This is a tragedy if he fails; but what splendid excitement if he is equal to the situation."

Yes, truly, what splendid excitement if he is equal to the situation!

the needs of those students who plan to enter college. Similarly, expanding services have been made available to those who are planning to enter skilled occupations, such as a trade or agriculture or retail selling or homemaking or office work. Unquestionably, there is opportunity for much improvement in the services to these students, but this is not the purpose of the Prosser resolution.

Instead, the Prosser resolution focuses attention upon *the forgotten youth*—the one who is not going to college and who is not clearly marked for entrance upon skilled work when he completes or drops out of high school. Merely to say that guidance or the

courses or student activities or vocational education or the general curriculum ought to do something for him does not solve his problem. The big question is, what specifically can be done for him? It is the answer, or rather the complex and varied answers, to this question which the Prosser conferences are seeking.

## UNESCO

(Concluded from page 17)

increasingly articulate the intellectual and moral solidarity of mankind—to identify and analyze existing obstacles to that solidarity and to develop action which will strengthen or create forces

to overcome them—is the most immediate and the most urgent need of our time.

In the opinion of the National Commission, the responsibility of the United Nations Educational, Scientific, and Cultural Organization in the present crisis is so great and so pressing that the organization should not hesitate to employ any proper means which give promise of success. The organization is itself a new agency, daring in purpose and novel in structure. The means it employs should be appropriate to its nature. It must serve as the cutting edge for international action.

If annual military expenditures of 13 billion dollars for the defense of the people of the United States against attack are justified, 10 percent of that amount, and far more than 10 percent, might well and wisely be expended to remove or greatly to reduce the danger of attack. It would be cheap insurance. Even if adequate military defense against the weapons of modern warfare were available, their cost in terms of life and suffering are so inestimably great that any action which would diminish the necessity for their use would be economical.

Among recommendations made by the education roundtable of the commission for which A. J. Stoddard, superintendent of schools, Philadelphia, served as chairman and Harold Benjamin, director, International Educational Relations Division, U. S. Office of Education, as secretary, were:

That a small committee of experts be employed to study the methods employed for fostering international understanding in the primary and secondary schools, chiefly by sending committee members into the field to observe at firsthand the actual processes whereby the minds of children and of men are directed toward peace.

That UNESCO should convene an international conference of leaders in the field of adult education to exchange information about methods and techniques, particularly those developed during the war years.

That a conference be called on the teaching of international relations on the university level.

That an international education seminar be planned for the summer of 1947.

# INTERNATIONAL EDUCATIONAL RELATIONS

## IRAN

### Selected References

by John Barrow, Specialist in Far and Near Eastern Education

**THE LIST** is arranged in two divisions. In section I up-to-date, easy to read, and available materials are listed, for the busy student who needs a quick introduction to a country that has been much in the news. Section II offers additional books for those readers who have time for a more thorough study of Iran's history, literature, and art. Some of the materials listed may, of course, be consulted in libraries; but others would need be purchased if desired.

### Section I

#### Bibliographies

East and West association. *What to read about Iran, Iraq, and Afghanistan.* The East and West association, 40 East 49th st., New York, 1942. 8 p. 15 cents.

The section on Iran (pages 2-7) lists 13 books on the history, geography, and people; 5 on Iranian art; and 6 on or of the literature. This is a select list of old and new works, with helpful notes.

Wilson, Sir Arnold Talbot. *A bibliography of Persia.* Oxford, Clarendon press, 1930. 254 p. \$7.

Brief entries for about 3,000 titles.

#### Books

Elwell-Sutton, Laurence Paul. *Modern Iran.* Forest Hills, N. Y., Transatlantic arts, 1943. 234 p. \$3.75.

Good photographs; reliable treatise.

Fullerton, Mrs. Alice (Ogston) *To Persia for flowers.* New York, Oxford university press, 1938. 196 p. \$3.

Story of the author's trip collecting plants for the British Museum and, incidentally, of her life in a Persian village.

Haas, William S. *Iran.* New York, Columbia university press, 1946. 273 p. \$3.50.

Interprets the history and explains present-day problems.

Hafiz, (14th century.) *Hafiz: the tongue of the hidden; an attempt to*

*transfuse into English rubāiyāt the spirit of the Persian poet,* by Clarence K. Streit. New York, The Viking press, 1928. 96 p.

101 of the quatrains; notes on this adaptation; sketch of the life of Hafiz.

Hawker, Mrs. Cecil Loraine. *Written and spoken Persian.* New York, Longmans, Green and co., 1941. 196 p. \$1.60.

An easy beginning book, teaching the Persian characters, with transliterations.

Metropolitan museum of art, New York. *Persian miniatures, a picture book.* New York, 1944. 20 plates on 10 leaves.

A glimpse at the paintings, with a brief introduction.

Mirza, Youel Benjamin. *The rug that went to Mecca.* New York, Frederick A. Stokes co., 1939. 60 p. \$1.

The story of the making of a rug, from wool on a lamb, through shearing, spinning, dyeing, and weaving, simply told. (For 4th and 5th graders.)

——— *The young tentmaker.* Boston & New York, Lothrop, Lee and Shepard co., 1935. 193 p. \$2.

The story of a boy who became the great scholar, Omar Khayyam. (For ages 7-14.)

Morton, Mrs. Rosalie (Slaughter). *A doctor's holiday in Iran.* New York, Funk & Wagnalls, 1940. 335 p. \$3.

Chapters on city life, village life, Persian architecture, the people, religion, and society in Iran.

Nakosteen, Mehdi. *In the land of the Lion and Sun; the country, customs, and culture of my people.* Denver, World press, inc., 1937. 132 p. \$3.

An informative collection of data on Iran, its people, their religions, education (ancient systems and modern elementary education), language and literature, and arts.

Omar Khayyam. *Rubaiyat of Omar Khayyam,* in English verse by Edward FitzGerald; illustrations by Willy Pogany. Philadelphia, David McKay co., 1942. 120 p. \$3.75.

A beautifully illustrated edition of the poems. There are many other editions, some out of print, some to be found only in rare book rooms, few as attractive as this one with the Pogany illustrations.

Pope, Arthur Upham. *An introduction to Persian art since the seventh century A. D.* New York, Charles Scribner's sons, 1931. 256 p. \$4.

Historical outline; architecture, ceramics, miniatures, carpets, textiles, metal work, gardens; bibliography.

Ratzesberger, Anna. *Donkey beads; a tale of a Persian donkey.* Chicago, A. Whitman & co., 1938. 62 p. \$1.50.

Story of a visionary little donkey that learned from experience to be more practical; with authentic Persian background. (For 2d-4th graders.)

——— *Jasmine; a story of present day Persia.* Chicago A. Whitman & co., 1937. 286 p. \$2.

A novel for older children and youth, setting forth the conflicts between the old and the new ways.

Schmidt, Erich Frederick. *The treasury of Persepolis and other discoveries in the homeland of the Achamenians.* Chicago, University of Chicago press, 1939. 139 p. \$4.

Archaeology made attractive, readable.

Singer, Caroline. *Ali lives in Iran.* New York, Holiday house, 1937. 71 p. \$1.75.

Ali's life in a small village. (For 2d-4th graders.)

——— *Half the world is Isfahan.* New York, Oxford university press, 1936. 157 p. \$5.

Colorful illustrations by the author's husband, Cyrus Leroy Baldrige.

#### Pamphlets

Iran. Ministry of foreign affairs. *The Tehran conference; the three-power declaration concerning Iran, December 1943.* Published by the Ministry of foreign affairs, Iran. 189 p. Illustrations, portraits, maps.

Obtainable from the Ministry of foreign affairs, Teheran, Iran, or from the Iranian Embassy in Washington.

*Mountains frame salt lake and plain in disputed Azerbaijan.* (In Geographic school bulletins, vol. 24, no. 26, April 8, 1946) 2 p. Illustration.

This and the next two pamphlets available from the National Geographic Society, Washington, D. C.



*Revolution in Iran may retard its postwar plans.* (In Geographic school bulletins, vol. 24, no. 11, December 10, 1945) 2 p. Two illustrations.

*Tehran sees two shahs, two armies, in one week.* (In Geographic school bulletins, vol. 20, no. 13, Oct. 6, 1941.)

U. S. Army. Persian gulf command. *A sketch of Iranian history.* Prepared for the Isfahan tent camp by the Office of Technical Information, 1942. 20 p.

A brief review.

## Maps

*Iran; special strategic map.* Scale 1:4,000,000. Prepared under the direction of the Chief of engineers, U. S. Army, Washington, D. C. Compiled by the Army map service, May 1943. 17.5" x 21" \$0.25; free to schools. (May be obtained from the Army map service, Washington, D. C.)

Shows towns, roads, railroads, trails, rivers, lakes, mountains, etc.

Other maps of Iran are to be found in atlases and histories.

## Section II

Bell, Gertrude Lowthian. *Persian pictures.* New York, Boni and Liveright, 1928. 198 p.

A new edition of a famous account of a journey made in 1892.

Braaksma, Michiel Henderikus. *Travel and literature; an attempt at a literary appreciation of English travel-books about Persia, from the middle ages to the present day.* J. B. Wolters' uitgevers-maatschappij n. v., Groningen—Batavia, 1938. 128 p.

Fascinating, scholarly criticism; not easy reading, but rewarding.

Browne, Edward Granville. *A brief narrative of recent events in Persia.* London, Luzac and co., 1909. 101 p.

History of the constitutional movement; with translation of important documents.

Anyone who wants to go thoroughly into Persian history and literature will do well to study Browne's books.

— *A literary history of Persia.* Cambridge, The University press, 1928—29. 4 v.

"An attempt to portray the subjective—that is to say, the religious, intellectual, and aesthetic—characteristics of the Persians."

— *A year amongst the Persians.* Impressions as to the life, character, and thought of the people of Persia,

received during twelve months' residence in that country in the years 1887–1888. With a memoir by Sir E. Denison Ross. Cambridge, The University press, 1927. 650 p.

Cameron, George Glenn. *History of early Iran.* Chicago, University of Chicago press, 1936. 260 p.

From the earliest times, up to the 6th century B. C.

Donaldson, Bess Allen. *The wild rue; a study of Muhammadan magic and folklore in Iran.* London, Luzac & co., 1938. 216 p.

"The old life, with its fears and superstitions, which, happily, are now beginning to pass away."

Dos Passos, John. *Orient express.* With illustrations in color from paintings by the author. New York, Harper & brothers, 1927. 181 p.

Good pictures of scenes.

Emanuel, William Vernon. *The wild asses; a journey through Persia.* London, J. Cape, 1939. 352 p.

An interesting, light travel book.

Filmer, Henry. *The pageant of Persia; a record of travel by motor in Persia, with an account of its ancient and modern ways.* Indianapolis, The Bobbs-Merrill company, 1936. 422 p.

Rewarding, for anyone with ample time.

Groseclose, Elgin Earl. *The Persian journey of the Reverend Ashley Wishard and his servant Fathi.* Indianapolis & New York, The Bobbs-Merrill company, 1937. 259 p.

A good picture of Iran with a simple missionary message.

Howard-Williams, Ernest Leslie. *By order of the Shah.* With 61 illustrations in sepia. London, Cassell and co., 1937. 340 p.

Lockhart, Laurence. *Famous cities of Iran.* Brentford, Middlesex, W. Pearce and co., 1939. 116 p.

Clear-cut photographs.

Mirza, Youel Benjamin. *Myself when young; a boy in Persia.* Garden City, N. Y., Doubleday, Doran & co., 1935. 260 p.

For older children and adults.

Omar Khayyām. *The Rubāiyāt of Omar Khayyām,* set forth in meter by David Eugene Smith, based upon a

verbatim translation by Hashim Hussein. New York, B. Westermann company, 1933. 99 p. Colored plates.

After an introduction by Dr. Smith, the quatrains are arranged in groups on Vanity of life, Wonder of life, Hopelessness of life, Gaiety of life, Doubts of life, End of life, and Review of life. A few notes are appended.

Palmer, Edward Henry. *Concise dictionary of the Persian language.* Forest Hills, N. Y., Transatlantic arts, 1945.

Handy for a student of the language.

Pope, Arthur Upham. *Survey of Persian art from prehistoric times to the present.* London & New York, Oxford university press, 1938–39. 7 large volumes.

Monumental work with hundreds of illustrations.

Redlich, Marcellus Donald Alexander von. *Persian language and literature,* with a short historical sketch of the country and flag. Atlanta, World league for permanent peace, 1929. 62 p.

Richards, Fred. *A Persian journey;* being an etcher's impressions of the middle East, with forty-eight drawings. London and Toronto, J. Cape, 1931, 240 p.

An artist with pen as well as with brush gives his report on Iran.

Ross, Sir Edward Denison. *Persian art,* Forest Hills, N. Y., Transatlantic arts, 1931. 107 p.

A brief survey.

Sadiq, Issa. *Modern Persia and her educational system.* New York, Columbia university, Teachers college, 1931, 125 p. (Studies of the International institute of Teachers college, no. 14.)

Schmidt, Erich Frederick. *Flights over ancient cities of Iran.* Chicago, University of Chicago press, 1940. 104 p.

With more than a hundred aerial views.

Schroeder, Eric. *Persian miniatures in the Fogg museum of art.* Cambridge, Mass., Harvard university press, 1942. 166 p.

Stein, Sir Mark Aurel. *Old routes of western Iran;* narrative of an archaeological journey. London, Macmillan and co., 1940. 432 p.

Sykes, Sir Percy Molesworth. *A history of Persia*. 3d ed. London, Macmillan and co., ltd., 1930. 2 v. Illustrations, plates, maps.

Another good "standard" history for the serious student.

Waterhouse, John Walters. *Zoroastrianism*. London, The Epworth press, 1934. 134 p.

Suitable for older youth.

Wilson Sir Arnold Talbot. *Persia*. London, Ernest Benn ltd., 1932. 400 p.

Especially portraying Iran's relations to her neighbors.

Woodsmall, Ruth Frances. *Moslem women enter a new world*. New York, Round table press, 1936. 432 p. Plates maps. (Publications of the American university of Beirut. Social science series. No. 14)

Modern social changes; education; economic status; health; the widening horizon.

## SCIENCE TEACHERS

(Concluded from p. 21)

science teacher must often recognize the varied needs and interests within one and the same class. In most cases science teachers have not been prepared to face such problems effectively either from the standpoint of knowledge of the subject, understanding of curriculum reconstruction, acquaintance with classroom methods, or skills related to teaching equipment. Thus we face the necessity of developing in-service courses and summer workshops where such problems are realistically attacked and of encouraging the teacher preparing institutions to include such training in their program of preparation for teachers. It may be assumed that, if such differentiation were well done, many boys and girls would become interested in scientific careers. Their science work would be sufficiently satisfying to make them feel that scientific work, including secondary school science teaching, is worthy of their talents. Basically, this is the solution to the hazard presented by our deficit of trained scientists as well as to our problem of developing better and more science teaching in the schools of our Nation.

# LIBRARY SERVICES

## Branches in School Buildings?

The traditionally close relationship of the public school and public library as two tax-supported agencies needing buildings has led frequently to the query, "Why does not the public library establish branches in school buildings in the interest of civic economy?" The objections of public librarians to this practice have been summarized by Alfred M. Githens, library architect, and Ralph Munn, director, Carnegie Library of Pittsburgh, in their *Program for the Public Libraries of New York City*, recently issued by the City Planning Commission of New York.

Among the arguments of librarians presented by these consultants are the following: (1) The location requirements of the public school are often at variance with those of the public library, which needs a prominent and accessible location, on a main thoroughfare, with a relatively small plot of land. (2) A large proportion of adults find the school-house a psychological barrier to other use. (3) The number of adults attracted to the branch library housed in the school building is frequently so small that the cost of operation per borrower is prohibitively high. (4) The school's needs commonly prevail in any conflict with library requirements.

The report of the City Planning Commission of New York, however, points out that school authorities of that city are planning evening adult educational and recreational programs for schools which may develop into community centers. The library consultants suggest that studies be undertaken by school and library authorities to ascertain if library as well as school requirements can not be met in planning new schools for areas where libraries are needed. They recommend also experiments in the use of the same facilities under favorable conditions.

## Voluntary Certification

Voluntary certification of librarians in Minnesota has been resumed by the Minnesota Library Association, according to a recent announcement in *Minne-*

*sota Libraries*, official publication of the Library Division, Minnesota Department of Education. Established in 1938 to issue certificates to public, school, college, university, and special librarians under a voluntary plan, the Association's certification board suspended its activities during the war period.

In announcing the plans of the M. L. A. to revive its certification activities, the subcommittee on voluntary certification points out that the purpose of this procedure is to provide standards of training and experience for librarians in Minnesota comparable to that already prescribed for school librarians. A successful voluntary plan is regarded by the Association's subcommittee as a step toward State legislation for the certification of public librarians, similar to that found in other States.

## Library Techniques

Two publications on library techniques of likely interest to librarians have been issued recently by the Library of Congress. The first of these is *Studies of Descriptive Cataloging*, a report by the director of the processing department to the Librarian of Congress, who observes, however, that it "might well have been addressed to the library profession of the country." Problems in the cataloging of books are presented, on which the Library of Congress has sought the advice of the library profession throughout the country as a preliminary step toward the revision of its cataloging code. The widespread use in libraries, large and small, of catalog cards printed by the Library of Congress has placed this institution in a position to influence markedly, through its own practices, the cataloging of libraries throughout the United States, and its staff has welcomed suggestions from users of these cards.

Another publication of the Library of Congress, useful to librarians seeking patterns of public service in the activities of this National library, is the first in a projected series of *Manuals*, and is entitled "Stack and Reader Division, Reference Department." This manual explains briefly the routines in-



involved in the public services of the Library of Congress, by reviewing the duties of staff members, describing the various collections, and prescribing the procedures in the administration of study rooms and book loans.

The above publications are announced as available to libraries only, upon request to the Library of Congress, Information and Publications Office, Washington 25, D. C.

### Projector Units

The addition of "opaque projector units" to its school services is regarded by the Free Public Library of Elizabeth, N. J., among its noteworthy activities last year, according to its *Thirty-seventh Annual Report*.

These opaque projector units consist of sets of pictures based on teaching units in the public schools of Elizabeth. The pictures deal with various aspects of a single subject. They are mounted on a standard size background, numbered, and listed in a table of contents. Each picture has an annotated script as a basis for lecture or study. Each set of about 30 plates is packed in a special container for loan.

The librarian of Elizabeth reports that schools are the principal users of these opaque projector units but that clubs and lecturers have found them of value.

### New Directors

Mississippi, South Carolina, and Texas have appointed the following new library directors: Catherine Clark, school library consultant, Department of Education, Jackson, Miss.; Nancy Jane Day, supervisor, School Library Division, Department of Education, Columbia, S. C.; and Mattie Ruth Moore, director of school libraries, State Department of Education, Austin, Tex. There are now 19 States that provide service to school libraries on a State level through a specialist who works in the department of education (16) or the State library (3).

Miss Clark enumerates as services available: an annual book list for Mississippi high-school libraries; a quarterly school library newsletter and packet; a school library handbook (in press); consultative services by correspondence or visits; professional books and pamphlets for loan (in prepara-

tion); and an exhibit collection of books for school libraries available for examination in the Department of Education.

Miss Moore has completed a tour of Texas along with several other members of the State Department of Education. The State representatives spoke to superintendents and principals in 24 different places over the State. Miss Moore states that this experience was an opportunity to bring to the attention of school administrators the need for cooperation in school library development.

Mr. Gordon Worley, director of curriculum, and Miss Moore indicate that there is need for a series of library institutes in the State. Through these they hope to give definite help to librarians and to teacher-librarians who are in need of assistance in organizing and administering their libraries; to encourage colleges and universities in Texas where training courses for librarians should set up and also to raise the standard for school library service.

### Library Workshop

At the request of public library officials in Ohio confronted by a serious shortage of library workers, Ohio State University is conducting during the present autumn quarter a library workshop for a limited number of college graduates or seniors who plan to enter library work.

Through the cooperation of the College of Arts and Sciences and the Twilight School, a course of 21 lectures is being given three nights a week under the direction of Earl N. Manchester, university librarian, assisted by members of the library staff. As announced by the university's bureau of public relations, studies cover the selection, ordering, classification, cataloging and circulation of library materials, problems in reference work, and the use of bibliographical aids. Workshop procedures include lectures on library processes and routines, followed with practice by students.

### Traces Development

"A Brief History of the Arlington County Library, 1935-1946" is the title of a mimeographed booklet recently issued by Arlington County Library, Arlington, Va., tracing the development of this library from its beginning to the

current fiscal year, and presenting a year-by-year statistical summary of its book stock, patronage, service, personnel, and income.

The Arlington County Library, with its headquarters and six branches, serves a widely scattered suburban area adjacent to Washington, D. C. This library system, now a part of the county government, has resulted from a consolidation of separate volunteer libraries organized at various times since 1913.

### A MAJOR HEALTH PROBLEM

THE JOINT Committee on Health Problems in Education, of the National Education Association and the American Medical Association, has adopted the following statement, and authorized its publication immediately:

"Cancer control is a major health problem in the United States. As such, it merits attention not only in programs of research, but also in programs of education. Instruction concerning the nature of cancer and known methods of prevention and control should be included in the high school course of study, along with other important health problems facing the American people today. High school students are interested in such information."

### NAVY SPONSORS COLLEGE EDUCATION

Young men interested in the navy as a career are advised to look into the programs of the Naval Reserve Officers Training Corps or the Naval Aviation College Program. The offerings include a four-year college education with Government-paid tuition, \$50 a month retainer fee, books, uniforms, and other advantages; and commission in either the U. S. Navy or the U. S. Marine Corps or release, later, to inactive status with reserve commission. Further information and application forms for competitive examination are available through high-school principals, local colleges, or offices of Naval Officer Procurement. Applications must be received not later than December 17, 1946.

# U. S. GOVERNMENT ANNOUNCES

## New U. S. Office of Education Publications

**How to Build a Unit of Work.** By Ruth G. Strickland.

Washington, U. S. Government Printing Office, 1946. 48 p. (Bulletin 1946, No. 5) 15 cents.

Prepared as a source bulletin to help teachers select, prepare, and carry through units of work which fit the needs of the children in their groups. Numerous suggestions are offered so that a unit of work may be modified to fit the needs of individuals and groups as to time, organization, level, and difficulty of content, and types of activities.

**Education in Colombia.** By John H. Furbay.

Washington, U. S. Government Printing Office, 1946. 111 p. illus. (Bulletin 1946, No. 6) 25 cents.

One of a series of studies on education in a number of Central and South American countries undertaken by the U. S. Office of Education to promote an understanding of educational conditions in the American countries and to encourage cooperation in the field of inter-American education.

**High-School Credit and Diplomas Through Examinations and Out-of-School Experiences.** By David Segel.

Washington, U. S. Government Printing Office, 1946. 46 p. (Bulletin 1946, No. 7) 20 cents.

Tells how different States are providing education and evaluating credit for those who are past high-school age, but still wish to earn secondary-school credits. Useful for those who are advising young people in their educational and vocational planning.

## New Publications of Other Agencies

### CIVIL SERVICE COMMISSION

**Personnel Administration and Civil Service:** A Selected List of References, compiled by the Library.

Washington, U. S. Civil Service Commission. processed. 32 p. Single copies free from the Library as long as supply lasts.

Bibliography covers materials on the broader phases of the subject published within recent years.

### DEPARTMENT OF AGRICULTURE

**Go to Grass,** prepared by the Forest Service, with drawings by Reg Manning.

Washington, U. S. Department of Agriculture, 1946. processed. 10-page folder. Copies free from U. S. Forest Service.

A graphic presentation, with numerous amusing drawings, of the importance of maintaining grass coverage, especially in semi-arid regions.

### DEPARTMENT OF LABOR

**Facts About Child Health, 1946,** prepared by Children's Bureau.

Washington, U. S. Government Printing Office, 1946. 31 p. (Bureau Publication 294). 10 cents.

Presents the facts which should be known in order to plan wisely for an adequate health program.

**Information for Educational Institutions Desiring To Acquire Federally Owned Property,** prepared by the Interagency committee on disposal of Federal property for educational purposes.

Washington, Department of Labor, Retraining and Reemployment Administration, 1946. processed. 20 p. Free from Retraining and Reemployment Administration.

Designed to indicate to schools and universities the proper Federal agency or agencies to which application should be made for various types of surplus property.

### DEPARTMENT OF STATE

**The Economic and Social Council of the United Nations.**

Washington, U. S. Government Printing Office, 1946. 74 p. (United States and the United Nations, Report Series 3; Department of State Publication 2600). 20 cents.

A report to the Secretary of State, by the Honorable John G. Winant, Representative to the Council, July 15, 1946.

## Organizing the United Nations.

Washington, U. S. Government Printing Office, 1946. 57 p. (Publication 2573). 25 cents.

A series of articles reprinted from the Department of State bulletin, to present a factual background to the Charter, and the political, economic, social, and legal functions of the United Nations.

**Restatement of U. S. Policy on Germany.**

Washington, U. S. Government Printing Office, 1946. 17 p. (Publication 2616, European Series 13.) Free from Division of Research and Publications.

An address by the Secretary of State, delivered in Stuttgart, Germany, September 6, 1946.

**Understanding Among Peoples—How Can We Increase It?**

Washington, U. S. Government Printing Office, 1946. 4 p. (Foreign Affairs Outlines No. 6; United States and United Nations Information Series 8.) Free from Division of Research and Publications.

A brief statement of the problem, a concise account of what the United Nations and the United States are doing towards its solution, and a short summary of the responsibility of individual citizens.

### LIBRARY OF CONGRESS

**Atomic Power,** prepared by Eilene Galoway, Legislative Reference Service.

Washington, Library of Congress, 1946. 123 p. processed. (Public Affairs Bulletin No. 44, Legislative Reference Service) Free, but distributed only to libraries.

Using original sources, presents the issues involved in the problems resulting from the discovery of atomic energy, together with scientific background and administrative history.

*Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.*